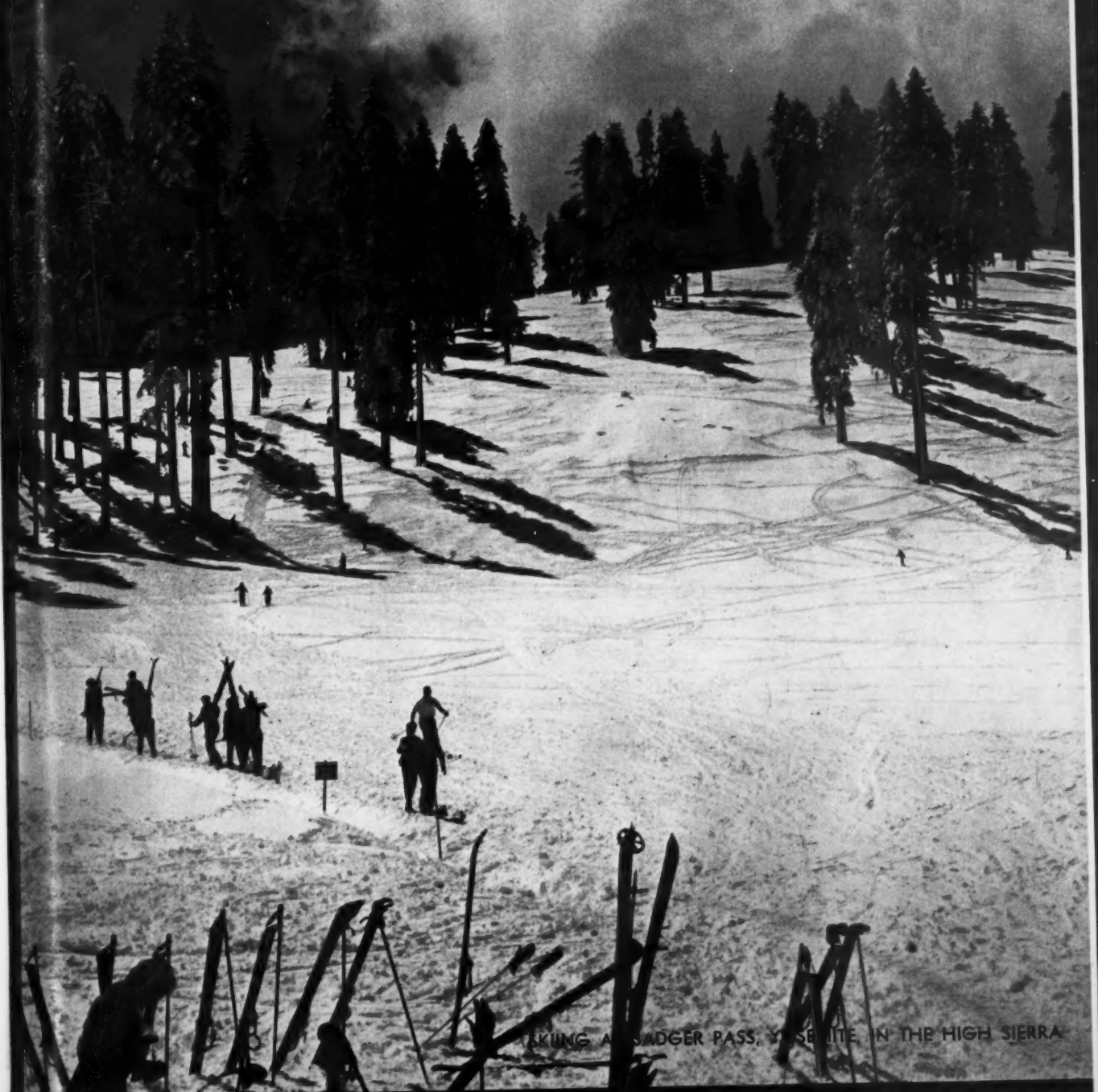


# Sierra

## EDUCATIONAL NEWS



TAKING A SADDLE PASS, YOSEMITE, IN THE HIGH SIERRA

There are 39,750 copies of this issue . . . . . DECEMBER 1940

CALIFORNIA TEACHERS ASSOCIATION

## CALIFORNIA TEACHERS ASSOCIATION

Through years of cooperative effort the public school teachers as members of California Teachers Association have made for themselves a real profession in California.

Good school conditions in California have come because of the consistent, continued effort of California Teachers Association. Chance had little part in the program which has given California its leading place in the educational program of the nation.

90% of the teachers of California have paid their share so that no backward step would be taken.

10% of the teachers of California have paid no share in the maintenance program which has materially helped to better their conditions.

Every teacher in California should be proud to belong to an organization which has the record

of accomplishments of the California Teachers Association.

California Teachers Association has pioneered the way for many progressive educational movements.

Its committee activities have inaugurated:

1. Continuing contracts for teachers.
2. Greater state support for the public schools.
3. Public support for kindergartens.
4. Public support for junior high schools.
5. Public support for junior colleges.
6. Free textbooks for all public high school pupils.
7. High certification qualifications, guaranteeing to every child in the state a well-trained, well-educated teacher.

The dues of California Teachers Association are \$3 per year.

*Every teacher in California should be enrolled in California Teachers Association.*

### Accomplishments of Your Professional Society

It can be stated positively that California Teachers Association is responsible for

1. Constitutional guarantees for education.
2. Constitutional fixed charges for education.
3. School district control of school budgets.

It further can be stated positively that California Teachers Association is responsible for and is continuing to work for

1. Good tenure conditions.
2. A fair teacher retirement system.
3. School district choice of high school texts and supplementary books for elementary grades.

California Teachers Association proposed and saw the following laws enacted for the welfare of every public school teacher in the state:

1. Sabbatical leave with pay.
2. Sick leave with partial salary for five months.
3. Exchange privileges with teachers of other states and of other districts within California.
4. The highest minimum salary law ever provided by a state for its teachers.

*Every teacher of California should belong to California Teachers Association.*

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# TRAVEL SECTION



## THROUGH KHYBER PASS

*Frank Griffin, Director of Physical Education, Sequoia Union High School, Redwood City, San Mateo County*

**N**ORTHWEST FRONTIER, INDIA — The native assistant in the office of the Peshawar Political Agent was courtesy personified.

Not only might we have a pass through Khyber, but we might go on to Torkham on the Afghan border, and the toll-fee of one rupee would be waived.

"From California," beamed the native through his beard. "It is nice country?"

"Perfect!" I chamber-of-commerced, "you must visit us some time."

More beaming ensued and the assistant left for a moment to obtain the final signature of the Political Agent, who, we were informed, was still in bed.

Returning, the native had a word of warning for us. Recently an American, bicycling along the frontier, had fallen from a cliff and broken three ribs. He hoped we would not fall—which made it unanimous!

We had arrived at the Government Office in a tonga, the bounding two-wheeled vehicle which is the jaunting-car of Peshawar. The auto driver who was to take us to Khyber was to have been at the office, but seemed to have missed signals.

Down the road we re-tonga-ed, and of a sudden came a shrill screaming. "Sahib! Sahib!"

A wildly pedaling native, his night-gown streaming horizontally behind him, was bicycling after us.

Our auto-man had arrived!

The road to Khyber leads across the flat plain which surrounds Peshawar. In the distance a tumbling ridge

of mountains hangs to the horizon like the backdrop of a stage.

The newly-stoned road turned into a detour—known here as a "division"—and we swung along in a cloak of dust, past bullock-carts and small youngsters with baskets of dung-fuel atop their heads.

Police-stations bordered the road.

An occasional fort joined with the scattered trees to break the monotony of the plain.

Grasshoppers and other local aerialists joined our expedition. As we moved into the uplands, we viewed caves wherein live the people of the hills during the rigorous winter months.

At Jalmud Fort, our paper checked and signature recorded, the native raised the road barrier and we entered Khyber Pass.

For a time we paralleled the rail-road built in 1920-25 at a cost of \$10,000,000, a truly remarkable engineering feat. It crosses 92 bridges, dives through 34 tunnels, and in one instance climbs 390 feet in less than a mile.

Then as the road blended with the meanderings of a summer-dry river

*Above: India-Afghan Frontier. Indian guard and author meet on the Afghan border. (Khyber Pass in summer is hot. Note the writer's towel.) Below: Khyber traffic signs. Many natives are illiterate and pictorial signs point the way.*





bed, we hair-pinned the steep, and at a turn, an amazing panorama lay beneath us. The winding road triple-turned the hills and full outline of the great Khyber cleft cut the sky like a giant V.

Occasionally we would see pictorial road signs, for many of the natives are illiterate. Where the road divides, one sign depicts a motor-car, and the other, a camel-donkey combination. Thus is traffic properly diverted.

Brown slopes of shale and scrubby brush traveled with us, for the Khyber is a series of forbidding hills.

At Shagai Fort, a huge red wall with a San Quentin contour, a group of yellow-turbaned Sikhs hammered drums and shrilled musical instruments.

Coming north we had been told that tribal difficulties would necessitate a military escort through the pass. And in imagination, we had always associated Khyber with blood-chilling raids by fierce visaged tribesmen swooping from the hills—plundering, pillaging, kidnaping—and flying back to where none could follow.

But the men of the mountains must have been vacationing. No one pot-shotted us, no boulders avalanched, and no one chased us—which was for the best as our asthmatic automobile was hardly in condition for sprinting.

However, it seemed that every native we met carried a rifle slung from his shoulder—just in case!

We had come a long way to Khyber and it had been well worth the heat and dust. Below us lay the highway of the old caravans from Central Asia. Along the 39-mile weavings of the Pass had flowed and ebbed the invasions of centuries—for Khyber Pass is dynamic history!

Past stone water-fountains shaped as huge tombs, fortress-like Moham-medan mud villages, and a great car-avanserai, we entered Landi Kotal Fort where the government maintains a considerable garrison.

A descent of five miles to Landi Khana, another climb, and we stood atop Michni Kandao to view the broad panorama of the Khyber Pass



*The vast expanse of Khyber. Looking north into Afghanistan from the heights of Michni Kandao.*

which leads north into Afghanistan.

Our papers in order, the guard raised the road-barrier and we zig-zagged down the valley to the Frontier Post of Torkham.

The Indian passport official was friendly and helpful, but nervous in unnecessary anticipation of difficulties.

Borrowing the hat of our driver as protection against the sun, we tramped to the marker which indicates the frontier.

An Indian guard rose from his bed beneath a nearby tree and saluted. Beyond the metal pole which marks the boundary, two khaki-clad Afghans in coal-scuttle helmets started parading back and forth.

A huge sign rises from the frontier. As we approached to read, a grunt came from one of the Afghans. Turning, we found him waving us away. We had stepped into Afghan territory—about 8 inches!

The jittery Indian official then indicated the exact boundary. In fact, drew a line along the road beyond which we must not step—not one inch!

Properly located, we read the billboard:

#### Frontier of India

Travelers are not permitted to pass this notice board unless they have complied with the passport regulations.

It is a stone sign, replacing the old wooden one which stood for years.

We wished photographs, both still and movie, and proceeded to uncase the cameras. The Indian guard answered our beckoning with a grin, combed fingers through his whiskers, said something which evidently meant okay, and we gathered beneath the sign.

Pantomining to the Afghans—now three, a blue-turbaned officer having arrived from the nearby station house—we indicated our desire for them to join the party, but the offer was rejected.

Our driver, who had a photographic complex and was endeavoring to organize us, slid up and confided:

"Afghan fool man," he whispered, "head like rock!"

The passport officer was more diplomatic.

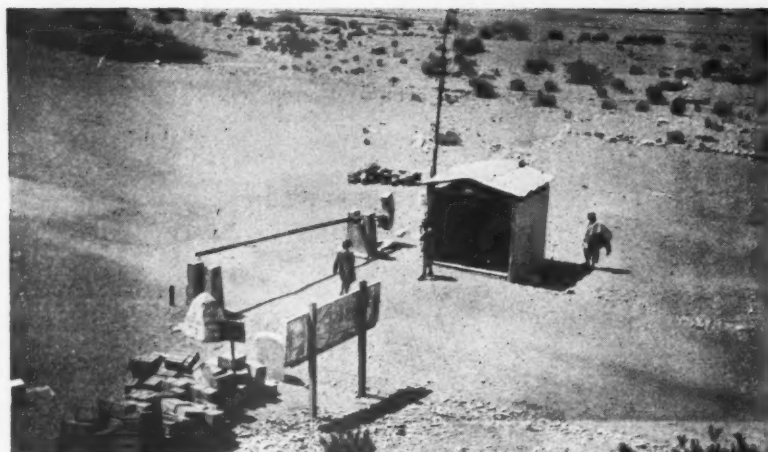
"They are Mohammedans and some are fearful of photography. They feel it takes something from their personality. It is better not to bother them."

So Mr. Passport, the Indian guard, my companion and I paralleled the billboard, while our enthusiastic driver satisfied his photographic yearnings.

Still insisting upon a photograph of the Afghans, and spying a little mound just within the Indian side, we ascended and pointed the camera.

A growled protest followed—but we were three yards inside India!

To the right of the frontier-post—on the India side—rises a small hill.



*Afghan patrol at frontier.*

We scrambled upward to look beyond the lower valley.

On the left a sheer cliff jutted from the floor. Far to the north rose a silhouette of grim black hills.

#### Neat Simplicity

The frontier post lay in what appeared a broad bed of an ancient stream. A few houses in the midst of trees was the Indian post; a corrugated iron sentry-box and a stone guard-house was Afghan; a metal barrier similar to that used at railroad crossings marked the line; a large

white sign told to halt — and that was all!

In the meantime my companion had been collecting rocks from both sides of the border-line, while the Afghans paraded about and stared uncomprehendingly — and sullenly.

"Don't go over that line!" roared Mr. Passport. "They're angry at you for photographing them and will take you to Kabul."

"Where's that?" we chorused, still in the throes of collecting.

"It's their capital — 200 miles further inland and it's nearly all desert."

And they looked tough enough to do it!

\*

In the hope of re-establishing international friendship we offered American cigarettes to the Afghans, but they wouldn't play. We showed them our American flag, but for all its effect it might have been a hand towel.

And deciding there is such a thing as carrying unappreciated humor too far, we followed the advice of the jumpy Mr. Passport and "jow-ed" — which in India means "Get ——— out of here!"

Straddling a market for a final photograph, we returned to the Post and made a final offer of a cigarette to the turbaned Aghan officer. To our surprise he accepted, but try as we might, we could not gain a smile.

The Indian official waved us a cordial good-bye — but I believe he will

always think that some Americans are a little looney!

The top story of the Khyber is still told by old hands in the Pass.

During the construction of the railroad, a particular sniper was giving the workers and military an interesting time. Patrols were sent out to apprehend the trouble-maker, but without results. Finally a native soldier requested permission to go out alone after the hill-man.

The commanding officer was hesitant but ultimately granted permission.

Two days later the soldier returned and reported that no further trouble might be expected from the sniper.

The officer was amazed and correspondingly curious.

"Here," he said to the native, "we have sent out patrol after patrol without success. And you have accomplished the job alone. How on earth did you do it?"

"Oh," replied the blank-faced native, "I knew his habits. You see, he was my father!"

\*

It is time for bug inspection!

Our bodies are ridged with bites from the industrious and voracious Peshawar sand flies, for California flesh seems a delicacy.

Traveling in these parts is so bitingly broadening!

\* \* \*

#### Northwest Story

**R**ANALD MACDONALD, Adventurer, title of a new book published by Caxton Printers, of Caldwell, Idaho, is by Mrs. Marie Leona Nichols of Portland, illustrated by woodcuts by William J. C. Klam. Price \$3.

Ranald MacDonald, son of an employee of Hudson Bay Fur Company and the daughter of a Chinook Indian chief, is the hero. His early life reflects the beginning of Oregon and Washington and the opening of the Great Northwest. The adventures of the fur-traders and the factors of the Astor and Hudson Bay Fur companies are told. MacDonald's schooling, life in Canada, adventures as one of the first foreign teachers in Japan, good fortune in the gold-fields of Australia, and his travels present a most interesting picture.

### IT'S IMPORTANT

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Doubles from \$6

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LOS ANGELES

## Examination for Teachers

**P**ERSONS who desire to qualify for the eligible lists for Junior and Senior High Schools in San Francisco Unified School District must make application on or before **Tuesday, December 10, 1940.**

For information and application blank, write to Superintendent of Schools, Bureau of Personnel, 93 Grove Street, San Francisco.

Persons who have college majors in art, commercial subjects, home economics, industrial arts, library, and music are urged to take this examination.

\* \* \*

Christopher Publishing House, Boston, has issued *Psychology and Personality Development*, by Carl Newton Rexroad, professor of psychology, Stevens College, a beginning college text of over 500 pages showing the significance of psychology in meeting every-day problems; price \$3.

\* \* \*

## Rural Teachers

*Hazel Tripp, Teacher, Santee School,  
San Diego County*

**F**OURTH annual conference on Problems of Rural Teachers was held in October at San Diego State College. Teachers from 5 Southern California counties attended and participated in activities. Modern Instructional Practices were discussed by Helen Heffernan of California State Department of Education, who also evaluated the demonstrations and workshops.

Activities demonstrated were:

Children's Rhythms by Honora Childers, Brawley Public Schools.

Physical and chemical science contributing to education of children in elementary schools, by Bruce Miller, superintendent of schools, Ontario.

Utilization of common materials in fine and industrial arts, by Evadna K. Perry, supervisor of art, Orange County.

Practical suggestions for music in the integrative curriculum, by Paloma Patricia Prouty, supervisor of music, Riverside County.

Workshop in chart-making with emphasis upon procedure in construction, by Nona Keen Duffy, supervisor of penmanship, San Diego County.

Demonstration of procedures for the improvement of reading, by Guinivere Bacon, San Diego State College.

The teachers attending have received many benefits from these conferences, and each year the current conference seems to be the best one. San Diego State College should be congratulated on their excellent planning in providing opportunities for teacher-participation in professional activities.

## Steamers to Alaska

*Alaska Steamship Company Announces  
Increased Service for Alaska*

**G**REATLY-INCREASED service is offered this winter to Alaska ports by Alaska Steamship Company, according to announcement by L. W. Baker, general manager.

Steamers of The Alaska Line leave Seattle every Saturday, and also the following Wednesdays: December 11, January 22, February 5, 19 and 26.

Ports-of-call vary to some degree with the different sailings, but in general include Ketchikan, Wrangell, Petersburg, Juneau, Skagway, Haines and Chilkoot Barracks, Cordova, Valdez and Seward, with some steamers also scheduled to call at Yakutat.

Alaska Line steamers Alaska, Baranof, Denali, Yukon and Mount McKinley are used in the winter service.

Inauguration of improved Alaska Peninsula Route service is also announced by Baker. Handling mail, freight and passenger business, this service is scheduled to connect at Cordova and Seward every two weeks with sailings from Seattle, and to leave Seward on alternate Saturdays.

Alternate itineraries are listed for this service, covering points in Prince William Sound, on Kenai Peninsula, Kodiak Island, the Alaska Peninsula and Aleutian Islands.

Contrary to popular opinion, no South-eastern or Southwestern Alaska ports as far north and west as Seward are ever closed to navigation, even in the midst of the winter season. The ocean current which brings mild winter weather to the Pacific of Alaska from the Aleutian Islands to Coast states has the same result on the coast Dixon Entrance.

\* \* \*

## U. S. Travel Bureau

**W**ESTERN office of United States Travel Bureau has moved to new quarters in the historic Old Mint Building at the corner of Fifth and Mission Streets, San Francisco.

The western office, opened in August, 1938, for the first two years of its activities occupied space in the Sheldon Building. Increased scope of the work undertaken by the Bureau has necessitated removal to the new location, where greatly increased space is available.

J. L. Bossemeyer, supervisor of the western office, announces that the new quarters include an assembly-hall and lecture-room where a varied program of motion-pictures is offered from time to time; a reference library; an information division; and a publications and publicity division. All of the facilities of the Bureau are available to the public without charge.

## NEW! COSMETIC BRACELET



Complete with Lipstick, Rouge, Powder, 3 Puffs, 2 Mirrors, all cleverly hidden within the bracelet! A flick of your finger transforms this unique bracelet into your complete make-up kit! Ultra smart! Exquisitely designed. Neutral cosmetics, 12 gay colors with gold metal bands. \$1.50 postpaid complete with refills. 9 extra refills 50c. *as wanted.*

**HOUSE OF GIFTS**

Box 2008-A6 Miami Beach, Fla.

## Hanford Winners

**A**T the recent 13th national convention of Future Farmers of America, in Kansas City, four young Future Farmers of Hanford, California, won first place in judging Jersey cattle. Approximately 7,000 Future Farmers were registered at the Convention.

Santa Fe Railway educational award, which enabled the Hanford team to attend and compete in the National Junior Livestock Show held in Kansas City, was presented to the members at a recent full assembly of Hanford Union High School.

\* \* \*

## Dan White of Solano

**A**S we go to press we learn of new honors bestowed upon a veteran and beloved California schoolman, Dan H. White of Fairfield, for 40 years Solano County Superintendent of Schools. He was recently honored by his fellow-members of the Knights of Pythias at a dinner, at which he was presented with a 50-year membership jewel.

## Pase Sus Vacaciones de Navidad en Mexico!

And the Americans have a word for it, too! It is—

## Spend Christmas In Mexico!

Make your Christmas vacation this year a different one. Go to the land of the fiesta. The rates are low, and you have your choice of going by rail or by air, with all arrangements and reservations, sightseeing tours, everything, made by the travel experts of American Express.

### RAIL TOURS with Escort

Gala 14-day tour—enjoy an unusual Christmas. Lv. Los Angeles Dec. 21. Rates begin at \$181.

### AIR TOURS

10-day tour with eight days of sightseeing in Mexico. Carefully arranged for greatest enjoyment. Lv. Los Angeles Dec. 21. Rate \$215.

All Rates from Los Angeles to Los Angeles

For complete information consult

## AMERICAN EXPRESS

253 Post SAN FRANCISCO 609 W. 7th LOS ANGELES



## HONOR SCHOOLS: 1940

SCHOOL STAFFS ENROLLED 100% FOR 1941 IN CALIFORNIA TEACHERS ASSOCIATION. ADDITIONAL LISTS WILL APPEAR IN JANUARY

### Southern Section

**IMPERIAL County**—Eucalyptus.  
**Inyo County**—Bishop Elementary.  
**Los Angeles County**—Keppel Union, Lakewood; Lawndale: South; Potrero Heights.

**Orange County**—Anaheim Union High School, Diamond, Westminster.

**Riverside County**—Elsinore Union High School. Riverside City: Magnolia.

**San Bernardino County**—Colton: Grant, Roosevelt, Woodrow Wilson; Upland.

**San Diego County**—Southwest Junior High School, West Fallbrook.

**Santa Barbara County**—Lompoc Union High School.

**Ventura County**—Bardsdale, Springville (one teacher school).

### Central Coast Section

**Monterey County**—Alisal Union; Chular Union; Gonzales Union; Monterey—Bay View School, Del Monte School, Oak Grove School, Seaside School, Walter Colton School; Salinas—Lincoln School, Sherwood School; San Ardo Union; Soledad Union; Spreckels; Washington; King City Union High School; Salinas Union High School; Salinas Junior College; Salinas Evening High School; Carmel High School.

**Santa Cruz County**—Watsonville—W. R. Radcliff School, Mintie White School; **Santa Cruz County Rural Schools, All 100%**—Agua Puerca; Amesti; Aptos Union; Bald Mountain; Ben Lomond; Boulder Creek Union; Brown; Calabasas; Carlton; Casserly; Central; Corralitos Union; Eureka; Felton; Ferndale; Fruit Vale; Glenwood; Green Valley; Happy Valley; Hazel Dell; Hester Creek; Highland; Jefferson; Larkin Valley; La Selva Beach; Laurel; Live Oak; Mountain; Oakdale; Ocean View; Pacific; Pleasant Valley; Railroad; Roache; San Andreas; San Vicente; Scotts Valley; Seaside; Soquel Union; Zayante; Boulder Creek Union Junior and Senior High School.

### North Coast Section

In addition to 100% records appearing on page 38, November issue, the following schools are reported 100% for 1941 as of October 25, 1940:

**Del Norte County 100%.** Every school.

**Humboldt County**—Arcata High, Eureka Junior and Senior High, Fortuna High, South Fork Union High, all Eureka Elementary Schools, Alton, Arcata, Banner.

Blue Lake, Bucksport, Bull Creek, Centerville, Cutton, Ferndale, Fortuna, Grizzly Bluff, Hoopa Unified, Jones Prairie, Kneeland, Korbel, Little River, Loleta, Mad River, McCann, McDairmid, Oakdale, Pecwan Union, Pepperwood, Pleasant Point, Price Creek, Redwood, Rio Dell, Rohnerville, Scotia, Table Bluff.

**Mendocino County**—Hopland, Mendocino, Potter Valley, Round Valley, Ukiah and Laytonville High Schools. Bridgeport, Calpella, Caspar, Central, Comptche, Con Creek, Hearst, Keene, LaRue, Little River, McDowell, McNear, Mendocino, Potter Valley, Riverside, Sherwood, Willits, Gray, Pacific and Willits Emergency Schools.

**Trinity County**—Trinity County High.—Shirley Perry, secretary, Ukiah.

### Bay Section

**San Francisco**—Alamo, Andrew Jackson, Bret Harte, Fairmount, Garfield, Jean Parker, Health Division of Sunshine, and Sutro.

**Alameda County**—Centerville Elementary and Russell.

**Contra Costa County**—Sheldon.

**Richmond**—Grant, Harding, Kensington, Lincoln, Nystrom, Peres, Stege, Washington, Woodrow Wilson Elementary Schools, and Roosevelt Junior High.

**San Joaquin County**—Atlanta, Banta, Calla, Escalon Elementary, Farmington, Independent, Lafayette, Mossdale, Ray Union, Rindge, Summer Home, Terminous, Turner, Waverly, and Tracy High School.

**Lodi Elementary all 100%**—Emerson, Garfield, Lincoln and Needham.

**Palo Alto**—Purissima.

**Solano County**—Crystal, Dixon and Vaca Valley Elementary Schools, Armijo and Benicia High Schools.

**Piedmont City 100% for the 20th Consecutive Year**—Beach, Havens and Wildwood Elementary Schools and Piedmont High School. Harry W. Jones, Superintendent.

### Northern Section

**Alpine County** is 100%: Clay, Webster, and Lincoln Schools.

**Butte County**—Biggs Union High School. This is the 11th consecutive year that Biggs Union High School staff has enrolled 100% in C.T.A.—Jay E. Partridge. Butte County Superintendent of Schools, Oroville. Also Gridley Union High.

**Nevada County**—Nevada City Unified School District is 100%.—E. P. Mapes, Northern Section Secretary, Willows.

### Shirley Perry

Miss Perry of Ukiah Retires as Secretary

Roy W. Cloud

AT the annual meeting of the North Coast Section of California Teachers Association, held in Ukiah, October 21-23, Miss Shirley Perry notified the group that she was unable to continue in service as section secretary.

Mrs. Alma Thompson of Ferndale, for the past two years president of the North Coast Classroom Teachers Department, was elected secretary. Miss Perry for a long period of time has been one of California Teachers Association's most conscientious workers. Elected secretary of the North Coast Section in 1922, with the exception of a three-year period when she was unable to carry on the work, she has served continuously. Her service has been outstanding and the



Shirley Perry

large number of schools enrolled 100% in California Teachers Association in that section has attested to her activity.

Miss Perry's decision to retire from the secretaryship came because of a long period of illness. While she has been able to resume her school work, it was felt that outside duties like that of the secretaryship would be unwise.

Miss Perry's wise counsel will be missed at the meetings of the secretaries and presidents of the six sections and also in the State Council of Education, where for so many years she has been one of the consistent workers.

The following resolution honoring Miss Perry was unanimously adopted:

WHEREAS: We have appreciated the faithful efforts of Miss Shirley Perry, our secretary, for aiding the growth of this Section by her steadfast efforts.

WHEREAS: Miss Shirley Perry has always assisted and aided the various executives she has served, therefore:

BE IT RESOLVED: That we extend to Miss Shirley Perry our most sincere appreciation for the splendid work she has done during her term of office as secretary of the North Coast Section of California Teachers Association.

C. A. Patenaude, Chairman, Paul Bryan, Mrs. Alma Thompson, Brand T. Johnson, W. H. Rielly.

# Sierra

## EDUCATIONAL NEWS

JOHN F. BRADY *President*

ROY W. CLOUD *State Executive Secretary*

VAUGHAN MacCAUGHEY *Editor*

VOLUME 36 183

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NUMBER 10

### Fred Charles Weber

At a recent meeting in Los Angeles, at University of Southern California, the Continuation Association of Southern California listened to a beautiful tribute by Loren Jerome Beaufait, continuation coordinator, Metropolitan High School, Los Angeles, to Fred Charles Weber who passed away in the fall. Mr. Weber, was one of the original group which developed the continuation program in Los Angeles and was widely known throughout California. Mr. Beaufait's tribute follows:

transcended the leveling routine of everyday life.

To him life was full and rich and the beauty of this world was to be explored, enjoyed, and recorded for the enjoyment of others. Perhaps that is how he came to take up his avocation of photography. Here again Mr. Weber demonstrated that age-old maxim that whatever is worth doing is worth doing well. His movie short on the wild flowers of California is a symphony in color. His stills depict the beauty not only in trees, streams, and flying clouds, but

also of architectural structures that man has reared for utility purposes.

We miss this man from our midst today. We miss his kindly smile and intelligent guidance, but we can never forget him because his thoughts and deeds are woven into the very warp and woof of the Continuation Education fabric.

As long as we continue to wrap this drape about us, just so long will his spirit be with us directing, guiding, and inspiring.

We salute, revere, and cherish the memory of Fred C. Weber.

**T**WENTY-ONE years ago Continuation Education was born in California. One of the original thirteen who guided and tended this infant was a man with a vision and a philosophy of life. He was somewhat older than the rest of us, and we looked to him for guidance and inspiration.

Through the formative years of Continuation Education, Fred C. Weber became one of the bulwarks of this movement to democratize the old type of education. He never compromised with wrong. If a thing was right in principle, it was right in action and worth fighting for.

And we did have to fight for many revolutionary educational ideas in those early days, but if we became bruised or battered in mind or spirit as a result of these conflicts, the cool, clear vision of Mr. Weber soon restored us to a mental and spiritual equilibrium.

Today, Continuation Education is accepted by employers and employees alike, but what is more important, by the regular schools as well. In fact, its philosophy permeates the whole secondary education structure. We cannot help but feel that to a very great extent this is due to the efforts of Mr. Weber. His work was his life, and he worked incessantly, yet his great soul

## LEARNING DEMOCRACY

EDUCATIONAL POLICIES COMMISSION REPORTS ON TRAINING FOR CITIZENSHIP

**I**N a report which follows a nationwide investigation of what high schools are doing to prepare young people for life in a democracy, the NEA Educational Policies Commission cites the California State Department of Education for contributing toward better methods of teaching Citizenship.

The Commission studied 90 selected schools in 50 representative communities from coast to coast. Purpose of the survey to make available to all schools of the United States information on practical and effective ways of teaching Citizenship. The report is employed by thousands of schools during the present school year in mobilizing the resources of education in the interest of National Defense.

Methods used by numerous California

schools are used by the Commission as illustrations in the report. In several California schools the Commission found that "the Cooperative Study of the California State Department of Education, Division of Secondary Education, was reported as a stimulating and helpful clearing-house."

The report of the Commission, prepared by six experts in social science subjects, is published in a 478-page volume entitled, *Learning the Ways of Democracy*. Twelve months were required for this study and the formation of the report.

### NEA and Administrators

Appointed five years ago by NEA and American Association of School Administrators to chart policies for American education, the Educational Policies Commission has made improvement of education for democratic citizenship a central point in its work.

## JUNIOR COLLEGES

### EDUCATIONAL OPPORTUNITY IN CALIFORNIA JUNIOR COLLEGES

*John A. Sexson, Superintendent of Schools, Pasadena*

ANYONE familiar with the history and development of the junior college in California must be convinced that it was the intention of the founders of this worthy institution that the doors of these junior colleges should be opened to worthy youth without restriction or limits. For a number of years prior to the depression, this policy was followed. Many thousands of our best citizens came to this State and settled here because of the educational opportunities which their children might enjoy in one of the many junior colleges located throughout the State.

With the onset of the depression and the curtailment of school activities and funds that accompanied it, restrictions as to admission began to spring up here and there until we found before the doors of junior colleges all over California barricades in the form of entrance restrictions which are keeping hundreds of worthy youth out of our junior colleges and hundreds of prospective citizens out of our State.

We are today in California denying hundreds of young men and women educational opportunities in junior colleges by limiting attendance at these junior colleges in a wide variety of ways. Some junior colleges limit attendance to the residents of a local junior college district. Others will admit students, even though they are residents of California, only on the condition that their parents do not reside in another junior college district. Large numbers of junior colleges limit entrance to a predetermined maximum enrollment in excess of which no admissions are accepted. Other junior colleges limit admission to class to maximum numbers and will make no provision when those limits have been reached.

It is evident that it was the intent of our legislators, when they established the junior colleges, that their doors should swing open to all worthy

youth. They provided for the subsidy in sufficient amount to pay the real costs of educating youth in most of the junior colleges in the State. In spite of this provision, out-of-state youth and students who, by accident of residence, are not within prescribed territories, are excluded. The situation has been further complicated by an arbitrary ruling that fees may not be collected, and this has been used as a reason for excluding students on the grounds that these extra costs, since they must now be taken out of the tax funds, are limiting the ability of the local district to provide facilities for increasing numbers of students.

#### Legislation Is Needed

Legislation should be passed that will give to the youth of California free access to junior colleges wherever they are located, irrespective of where the youth may reside or of the courses they may elect, if such election is within the legitimate curricula offered at the junior college level. This will mean that restrictions now existing in the law—those which prevent the collection of fees, which deny to the junior college the right to collect tuition from out-of-state students, and which make it optional with junior college districts as to whether or not they will enter into contracts with other junior colleges to pay the difference between the actual cost of educating youth in junior college and the State subsidy—must be supplanted by legislation that will correct these restrictions and will make it possible for youth under some arrangement to enter the junior college of his choice and to secure the kind of education necessary to meet his needs.

There can be no question but that the restrictions in attendance, which have been imposed in junior colleges, have tended to encourage agencies

other than the public schools to set up youth-training programs and to divert from the public schools to other agencies those youth who should properly attend the junior college and benefit by its offerings. Even if it is at some loss to the local community to admit non-resident students, it certainly is no loss to California, if we take a long-time view of the problem, to attract as citizens of this State parents of promising young people who are ambitious for college training. Under the present set-up, these students attend State colleges and the State University, both of which are freed from the limitations under which the junior colleges are compelled to operate.

Since this is the policy at this educational level, there is no justice and no fairness in the present discriminatory legislation which works to the disadvantage of the junior colleges in California.

\* \* \*

#### Two High School Texts

*Two Important New Macmillan Books*

THE Macmillan Company has brought out two praiseworthy secondary school texts:

1. *Safety*, by William and Charters, a very practicable guide for students of high school age, is so simply written that pupils in upper elementary grades have no difficulty in reading and enjoying it.

Covering every phase of safety education, this handsome illustrious volume of 440 pages gives special attention to the psychological aspects of safety; stress is laid also upon the need of cooperation. Extensive study equipment is provided. Price \$1.60.

2. *English for American Youth*, by Taintor and Monro, is one of the American Youth series edited by Thomas H. Briggs, professor of education, Teachers College, Columbia University.

The outstanding characteristic of this book is its definitely practical nature. Every item is directly aimed at fitting the student for life activities. There is not a wasted inch of space in the 535 pages.

Although primarily intended for students on the age-level above junior high school, it can well be used by other non-academics. Unique features are the correlation with civics and government, good manners, and choosing a vocation. Price \$1.68.



# RADIO EDUCATION SERVICE

FEDERAL RADIO EDUCATION COMMITTEE SERVICES TO EDUCATORS

*Leonard Power, Coordinator of Research, U. S. Office of Education*

**T**HE FREC is a service organization. Even its research is an answer-finding service. Specifically, FREC offers teachers help in the form of publications, recordings of radio programs, radio scripts, ideas and information, and a monthly bulletin.

The publications include reports of surveys of college radio courses, of radio listening groups, and of cooperation between radio stations and local nonprofit broadcasting groups. Perhaps the most helpful publication for a teacher who is interested in producing programs is the Educational Radio Script Exchange Catalog. It sells for 10 cents but all of the scripts and production aids described in the catalog are free.

Teachers who may or may not be interested in production may keep abreast of developments in education by radio by reading the free monthly Service Bulletin. Several mimeographed publications which supplement the printed reports of research studies are also available free.

Receipts from sales all go into a revolving fund from which more recordings are made or more reports printed. The recordings include radio programs and demonstrations of how to use them in the classroom.

FREC also disseminates the findings of research under way in radio research centers; including the Evaluation of School Broadcasts Project at Ohio State University, and the Office of Radio Research at Columbia University.

FREC was set up by the Federal Communications Commission in 1935. It is supported in part by the radio industry, through National Association of Broadcasters, and by the educational foundations. Its offices are in U. S. Office of Education, and the Commissioner of Education, John W. Studebaker, is chairman of the committee.

For further information address Mrs. Gertrude Broderick, Secretary, Federal Radio Education Committee, U. S. Office of Education, Washington, D. C.



*Dr. Archibald J. Cloud, President of San Francisco Junior College, broadcasting an address at the recent exercises dedicating the magnificent new central building on the beautiful 60-acre campus.*

## New College Plant

**P**RESIDENT A. J. Cloud of San Francisco Junior College, his faculty, and students have received felicitations from friends everywhere upon moving into the new, large central building on the extensive scenic campus in the suburbs of San Francisco. For several years the college has had only temporary and peripatetic housing.

Dr. Cloud is known throughout California and the West as a veteran worker in California Teachers Association. He was a member of its State Board of Directors for many years and held important positions within the organization. He later served as President of California Society of Secondary Education and occupies responsible posts in various state and national bodies.

We are all proud of this distinguished Native Son of California and his successful leadership of a great metropolitan junior college.

\* \* \*

**A**T the recent North Coast Section Convention held at Ukiah, the following officers were elected for the calendar year 1941 and take office January 1, 1941:

**President**—C. M. Sorem, principal, Ferndale High.

**Vice-Presidents**—F. F. Zeek, principal, Ukiah Elementary; Lionel Cross, Fortuna High; Robert J. McKeay, Mendocino High, retiring president, becomes third vice-president.

**Secretary-Treasurer**—Mrs. Alma Thompson, Ferndale Elementary.

**State Council Members**—J. E. Doren, Eureka High; A. O. Cooperrider, principal, Arcata High, one more year; William A. Chessall, Ukiah High, two more years.

**Teachers Aid Fund Committee**—Lena Guidery, Eureka High.

**Classroom Teachers Department**—President, Mrs. Verns Moran, principal, Loretta Elementary; secretary-treasurer, Dorothy Ames, Arcata High.

## Youth in Crime

**A**ERICAN LAW INSTITUTE, 3400 Chestnut Street, Philadelphia, is directed by William Draper Lewis. The Institute Committee on Criminal Justice for Youth has issued several important publications:

1. *Youth in Crime*, presenting the major results of investigation by the committee, comprises 24 pages.

2. *The Plan for a Youth Correction Authority*, the Institute's proposal for a new approach to the handling of youths who commit crimes; 8 pages.

3. *Youth Correction Authority Act, Official Draft*; 64 pages.

Copies of these important documents may be obtained by addressing the Institute.

Hal W. Hazelrigg, special adviser of the Institute on professional relations in this field, has offices at 330 West 42nd Street, New York City. Recently the Institute has held in California conferences devoted to its new program for the handling of youthful offenders and addressed by Edward R. Cass, director of American Prison Association, commissioner of correction of New York State, and member of the Institute Committee on Criminal Justice for Youth.

## Christmas Prayer

*Elizabeth L. Handy, Newport Beach Grammar School, Orange County*

**L**ORD of all the earth,  
May peace and freedom reign,  
Heal the war-torn land,  
Wash away the stain

Of battlefields and cannon smoke,  
Mocking guns and rust;  
Restore in all men's hearts,  
Abiding love and trust.

Lord of all the earth,  
Reverently we pray  
For peace, good-will to men,  
On this Holy Christmas Day.

\* \* \*

**Know Your School Library**, a 16-page pamphlet, is Leaflet 56, U. S. Office of Education, and is one of the Know Your School series of study-outlines prepared by the Office for local groups of American Association of University Women; address Superintendent of Documents, Washington, D. C.; price 5 cents.

\* \* \*

Ema C. Juth, teacher, Oxford School, Berkeley, is exchanging this year and teaching in Atlantic City, New Jersey.

## GOOD TEACHERS NEED TENURE

A. J. Rathbone and Jack D. Rees

Mr. Rathbone is Chairman of CTA State Committee on Teacher Tenure.—Ed.

**I** AM opposed to tenure because good teachers don't need it and poor teachers shouldn't have it." This catch-phrase has represented the attitude of too many school trustees and teachers toward teacher tenure in California.

We can agree that "poor teachers shouldn't have it," for no advocate of permanent tenure has ever sought it for the below-average teacher. However, in view of the history of tenure in California and in the United States as a whole, good teachers do need tenure.

The first tenure protection in California was provided in San Francisco in 1869 as a result of the persistent activity of John Swett. He persuaded the Board of Education to elect teachers "during good behavior" instead of for just one year. Previously, good teachers frequently were dropped to make room for friends of new members of the board or for other teachers backed by powerful influence. When teachers so removed appealed to members of the board, the reply was, "There was nothing against you, only you did not get enough votes to elect you."

"Is there a teacher," writes Agnes Manning, "who does not know that through it (teacher tenure) John Swett saved us from the annual reelection Star Chamber councils, the helpless slavery of former years?"

"And what is the Tenure of Office Law? Simply this, that before a teacher can be dismissed, charges must be filed against him, and an open investigation and fair trial granted. The greatest criminal in the land is entitled by law to as much."

The San Francisco regulation was given State sanction in the Tenure Bill of 1881, and teachers throughout the State sought the protection which

San Francisco teachers enjoyed. The late Mark Keppel wrote in *Sierra Educational News*, February, 1919:

"Teaching ought to be a profession. It cannot become such as long as the tenure of teachers is subject to the wilful whim of the majority of any board of trustees or board of education."

In 1918 the San Diego board had dismissed 21 satisfactory teachers on the grounds that they had been "friends of the superintendent." The superintendent's recommendations were disregarded and vacancies were filled with teachers without necessary qualifications, merely because they would support the new board. "Disgruntled janitors recommended the retaining or discharging of teachers in some of the buildings."

California teachers had witnessed also the political spoils system in Chicago where, in June 1916, sixty-eight teachers were dismissed without notice, hearing, or charges, all of whom were teachers recommended for reelection by the superintendent.

### California's Tenure Law

Such abuses could only be obviated by legal remedy. The result in California was the 1921 State Tenure Law which applied to districts of 8 or more teachers. In 1927 the law was re-written and made operative in all districts. Further revision in 1931 saw the setting up of permanent tenure in districts of over 850 a. d. a. and optional tenure in districts of under 850 a. d. a. Further revisions and refinements were made in 1935 and 1939. (Suggested revisions will be discussed in subsequent issues of this magazine.)

Dr. Fred M. Hunter, chairman in 1924 of the NEA Committee of One Hundred on Problems of Tenure, after a nationwide survey, wrote in *Sierra Educational News*, November, 1924:

"Where the right to hire and fire is unlimited, there can be no guarantee that merit will be the basis for either the hiring or the retention of teachers."

"Every administrator knows the personal and political pressure that is continually brought to bear for the placing of friends of persons who have large prestige, personal influence, and political power. Every administrator also knows the ease with which a personal grudge can result in the dismissal of a teacher, not because of professional failing, but because of the dislike of someone with political power or in high authority."

"A tenure law may occasionally protect a teacher or even a group of teachers who are incompetent and who ought to be dismissed and keep them in office longer than they ought to be kept, but where one such case exists in the protection of an incompetent teacher, there are dozens of cases where teachers are discharged for other reasons than failure to teach well and where political appointees are placed in a school system, not because they are good teachers, but because they have friends with influence."

**B**EFORE you join the "Good teachers do not need tenure and poor teachers should not have it" gang, recall the days when the good teacher was fired to give a "friend" a job, or to advance the aim of the wily politician, or to fulfill the "wilful whim" of an unethical board of trustees or because the administration could not withstand political pressure, or because of personal grudge, or because he lacked friends and influence, when meritorious work availed nothing at the time of the annual election.

### Good Old Days!!

Would you like to go back to the good old days when the "Good Teacher" kept alive seven flourishing private teacher employment agencies in Los Angeles and a like number in the San Francisco area? Good teachers need tenure, and, good teachers, it is our job to see that poor teachers shall not have tenure benefits.

This article will be followed in the January issue by one upon "Good Tenure Needed," and in the February issue by "Do We Have Good Tenure for Good Teachers?"

1. Swett, John. *Public Education in California*, American Book Co., 1911.

2. Manning, Agnes M. "John Swett," *Annual Report of the Public Schools of the City and County of San Francisco*, 1895.

## SERVE AMERICA

### HOW MAY THE TEACHING PROFESSION BEST SERVE AMERICAN DEMOCRACY?

*C. C. Crawford, Professor of Education, University of Southern California, Los Angeles*

**F**IRST of all, we should seek democracy as a result, not merely as a process. It is a condition of mankind, not a specific scheme or system by which to achieve that happy condition.

The democratic condition is that in which there is the maximum satisfaction of human wants, and the most equitable distribution of that satisfaction. It is a condition in which not only a few but many have the blessings of good food, shelter, beauty, security, and spiritual peace.

It is a condition in which not only the needs of the present but those of the future are considered. It is a condition in which the wants or needs of the esthetic and spiritual man are as fully satisfied as those of the physical man.

The first and probably the most difficult problem of educating for democracy lies in overcoming that extreme form of selfishness which causes each to seek a small increase of his own satisfactions even at the expense of a great decrease of satisfactions for others. It is a problem of education for collective thrift in our quest for satisfactions.

It is a problem of training all to seek the greatest good for the greatest number, as contrasted with the extremes of "rugged individualism." Unless a person really and truly *wants* to bring about a condition of democracy in our country, it is idle to go into detail as to ways and means of doing it. Education for democracy is first of all, therefore, a problem of character education, or a fight against selfishness.

The second problem is one of finding means, instruments, political systems, or civic provisions for achieving this democratic condition which all have been educated to seek. This is much more than dogmatic indoctrination in behalf of any predetermined

scheme, plan, or organization. It means a willingness and eagerness to consider all plans or to make new ones.

It means keeping all the channels open, including freedom of speech, press, and teaching. It means a willingness to learn whatever is to be learned from the nation or societies that have practiced fascism, communism, or any other ism, as well as a willingness to consider critically the successes and failures recorded in our own history.

#### Complex Machinery

Our civic machinery is very complex, and growing more so. Amateurs may not be able to operate it to best advantage, even when 130,000,000 of them go to the polls. Either we must turn the operation of the civic machine over to a few "experts" and confess our failure at self-government, or we must make experts of the 130,000,000 amateurs so that they do not wreck the machinery in their misguided efforts to do what can't be done. This means political and civic education for all, and a much rejuvenated brand of it, too.

The partial failure of the civic and political education which we have tried until recently may be likened to the error of the athlete who took such a long run that he was tired out before he got ready to jump. We have taught the backgrounds of citizenship but omitted much of the actual citizenship.

We have started with the Egyptians, or perhaps Columbus, and have come down toward but not quite to the present day, imparting information that would shed light on civic problems if only the learners had any civic problems in mind on which to use the information.

Thus we made the error to which

Dewey refers when he says that "the true starting-point for history is always some present situation with its problems." We need a more direct attack upon civic problems as problems, not as mere mental exercise or background material.

Some fear that youth of tender age are not ready to study real civic problems. They would give high school children a denatured type, or perhaps a mere flag-waving type, of civic training, leaving most of the real political or social issues to adult life. They forget that denatured courses arouse little enthusiasm, and that mere flag-waving may be rated along with stories of Santa Claus, with the inevitable final outcome of civic indifference or superstition when the youth who are so "educated" reach voting age.

They forget that high school youth average superior to the adult voting population in intelligence, in amount of education, and in amount of skill in scientific or critical analysis of issues. Youth may lack political experience, but the school is a very good place to remedy that lack.

The unwillingness to permit youth to study or discuss modern political issues and strange civic doctrines may even suggest a fear that the new doctrines are so sound that inspection will mean acceptance.

**F**INALLY, achieving democracy is not limited to political and civic education. Any education which increases the total amount of human satisfaction is a contribution to democracy.

Thus vocational education which increases human productivity advances us along the democratic road.

Education which beautifies human lives through music, art, or literature is democratic education.

In short, if the teacher is to serve democracy, he or she needs to make sure that the learning experiences provided are so chosen as to increase the total amount of satisfaction for the individual and the group, now and in the future, in realms tangible as well as intangible.

\* \* \*

Two excellent recent publications of D. C. Heath and Company are worthy of note:

1. *Be Safe and Happy*, by Stribling and Williams, a charming 96-page workbook for young children, presents to the child safe ways of carrying on his daily activities.

2. *Printed Handwriting, Books 1, 2 and 3*, and *Teachers Guide Book*, is an admirably-planned series by Madeline Flint Hosmer. Printed handwriting is coming into wide use in the modern language arts program.



## Objectives of Civic Responsibility

Here is shown a series of pictures from Pasadena School Review (Dr. John A. Sexson, superintendent) visualizing the Purposes of Education. We present, through courtesy of Courtenay Monsen, editor of the Review, the series of twelve representative school scenes showing the Objectives of Civic Responsibility.



*Social Understanding*  
"Adaptability"



*Social Activity*  
"Reform"



*Political Citizenship*  
"Civic Duty"



*Devotion to Democracy*  
"Patriotism"



*Social Applications*



*Conservation*  
"Resources"



*Law Observance*



*World Citizenship*



*Critical Judgment*



**Economic Literacy**  
"Thrift"



**Tolerance**  
"Differences of Opinion"



**Social Justice**  
"Sensitivity"

### The Objectives of Civic Responsibility

**Social Justice.** The educated citizen is sensitive to the disparities of human circumstance.

**Social Activity.** The educated citizen acts to correct unsatisfactory conditions.

**Social Understanding.** The educated citizen seeks to understand social structures and social processes.

**Critical Judgment.** The educated citizen has defenses against propaganda.

**Tolerance.** The educated citizen respects honest differences of opinion.

**Conservation.** The educated citizen has regard for the nation's resources.

**Social Applications of Science.** The educated citizen measures scientific advance by its contribution to the general welfare.

**World Citizenship.** The educated citizen is a cooperating member of the world community.

**Law Observance.** The educated citizen respects the law.

**Economic Literacy.** The educated citizen is economically literate.

**Political Citizenship.** The educated citizen accepts his civic duties.

**Devotion to Democracy.** The educated citizen acts upon an unswerving loyalty to democratic ideals.

### To Believe Is Not Enough

*Leonard L. Bowman, Santa Barbara; State Director for California,  
National Education Association*

**A**S American public-school teachers we must be strong in a few fundamental beliefs. We believe in American democracy as the best way of life. We believe that a universal, well-supported, effective public school system is the basis of American democracy. We believe a strong, independent, highly-organized teaching profession to be the first line of defense for our public school system.

To believe is not enough these days. To mobilize the teachers of California and of the nation behind our great California Teachers Association and National Education Association is our first responsibility and our first opportunity to serve in the national program of total defense.

United we serve; we serve the children; we serve the State; we serve the Nation. Every teacher is called upon to do her part, which is not only joining our great professional organizations, but also urging her fellow teachers to do likewise. Every teacher a professional teacher is our goal.

### Curriculum Planning

**A**NOTHER national organization, American Library Association, has now affiliated with National Commission on Cooperative Curriculum Planning, according to announcement by the chairman, John J. DeBoer. Representing ALA at meetings of the Commission is Mildred L. Batchelder, executive secretary of the Association. Elizabeth L. Scripture, director of school libraries in Denver, is chairman of the committee preparing the Association's section of the Commission's first report.

The National Commission consists of delegates from 20 national organizations representing teachers in nearly all the special-subject fields. In most cases the delegates are officers of their organizations or chairmen of important committees.

Address Mr. DeBoer at Chicago Teachers College, 6800 South Stewart Avenue, Chicago.

### Study-Materials

**T**ODAY'S issues have created a widespread demand for accurate non-technical information on many current economic problems. The Twentieth Century Fund, nonpartisan research foundation, has long carried on a scientific study of major economic and social questions, such as taxation, debt, distribution, and housing.

To aid students and teachers, study groups, and interested individuals in their quest for accurate information, the Fund has made available a variety of pamphlets, bulletins, poster charts, and similar study materials. Each of these publications finds its source in a factual survey and in the recommendations of experts in the field.

Recent Twentieth Century Fund surveys include *Facing the Tax Problem*, *The National Debt and Government Credit, Debts and Recovery*, *Does Distribution Cost Too Much?*, and *Housing for Defense*. A special packet of materials based on the Distribution Survey, including a pamphlet, "59¢ of Your \$1—The Cost of Distribution," and additional bulletins and charts on specific questions in the field, has just been made available at the special rate of 25 cents.

Thirteen electrical transcriptions, discussing such questions as "Where the Food Money Goes," "Big and Little Business," "Intelligent Buying," and "Where the Tax Shoe Pinches" have just been released for group listening, study and discussion. They are to be played over public address systems and not to be broadcast.

All of the materials, as well as the transcriptions, are available at nominal rates to cover handling and shipping costs.

For further information on the program and materials, write directly to Education Department, Twentieth Century Fund, 330 West 42nd Street, New York City.

# CALIFORNIA BOYS STATE

A SUCCESSFUL CITIZENSHIP PROJECT OF THE AMERICAN LEGION

F. J. Brorsen, Chief Co-ordinator; Teacher, Boys Physical Education,  
Sacramento Senior High School

*Boys State was created: "To inculcate a sense of individual obligation to the Community, State and Nation. By practical instruction of our youth in the privileges, duties and responsibilities of American Citizenship."*

**B**OYS State gives the boy still in high school an interest in the working of his government. At close range it gives him an opportunity to learn by doing, and gives him practical experience, supplementing his theoretical experience which he gains from civic books.

If our citizens are always alert to the things that are going on about them in relation to their government, then we need have little fear that we are going in the wrong direction. If the boy has an opportunity to get a deeper knowledge of government and just how it applies to each situation, then in a few years when he reaches his majority, he will neither be ignorant nor unconcerned about his civic duties.

Today and tomorrow we are in need of clean and honest people holding public offices. There is no doubt but that in the near future we will have more training for people who are going to hold public offices.

The citizens of Boys State practiced real democracy. They had their own newspaper; they were able to speak their own mind in getting out their soap-box and campaigning for their candidate; they decided for or against an issue, or candidate, and kept their decision. On Sunday they were allowed to attend the church of their choice.

All of the boys were quartered in the same building, and all were given the same good food. All voted, and anyone who wanted to hold office was given an opportunity to run. Boys were instructed in the duties and functions of each public office. Also as to its powers and limitations.

The Boys State was organized and first developed by the Americanism

Committee of the American Legion of the State of Illinois in 1935.<sup>2</sup>

The first year of the activity in Illinois proved beyond doubt the possibilities of the movement, and the 17th annual national convention of the American Legion, held during September 1935, adopted the following resolution on the subject:

"Resolved, by the American Legion that we highly endorse the Boys State movement, and recommend that it be made an essential part of the Americanism program."<sup>3</sup>

The American Legion Boy State urges that boys be chosen on the basis of:

1. General scholarship.
2. General student body activities.
3. Interest in government.

It is a program for the development of leadership as well as the development of citizenship. Boys are chosen who are:

1. Mentally alert and morally clean.
2. Vigorous and enthusiastic and of good personality.
3. Honest and thrifty.
4. Able to get along with others.
5. Possessed of a spirit of sportsmanship.<sup>4</sup>

The California program was started soon after Resolution No. Three was passed at the Fifth Area Meeting at Brawley, November 29, 1936.

This Resolution requested that the State American Legion Executive Committee set up a Boys State the following summer, and that the work be patterned after and carried on in a manner similar to that already in operation in Departments of Illinois, Ohio, Pennsylvania and West Virginia.<sup>5</sup>

The Fair-Grounds at Sacramento were chosen for the site. The State of California loaned the use of the buildings. Steel cots and straw tick-covers were borrowed from the California National Guard. This year the cots and mattresses were secured from SRA. The same site has been used each year.<sup>6</sup>

## From 254 to 827

The program was started in 1937 with an attendance of 254. The boys were from all parts of California. Most of the boys were high school students. There were also a few from junior colleges. Since the first year there has been an attempt to have only

boys sent who are either juniors or low seniors in high school. In this way potential leadership is developed for the next year when they come back to high school.

Each year the number going to the camp has increased greatly: 380 in 1938<sup>7</sup>, 667 in 1939, and in 1940 there were 827<sup>8</sup> in attendance.

## Information Bulletin

Boys State was 8 days in length the first year. The same amount of time has been allotted each year.

A pamphlet covering advance information on the purpose of California Boys State, how it functions and the program for the coming year was sent to all Post Commanders, Post Adjutants, service clubs and other organizations, urging them to sponsor a boy. The registration fee is \$15<sup>9</sup>, which includes meals and other expenses incidental to running the camp. In addition to the registration fee, transportation is paid by the sponsoring group.

In most of the cases, the school officials are asked to recommend several names of boys to the sponsoring group in order that they may select one.

The American Legion Posts and their Auxiliaries send about half of the total who attend, while the other half is sponsored by service clubs<sup>10</sup>, such as Optimists, Kiwanians, Lions, Rotary, Knights of Columbus, Masonic bodies, etc., and other organizations such as their high school student body and the PTA.

**A**N application card, signed by the boy, on which he agrees to abide by the rules and regulations of Boys State, regardless of what organization sponsors him, is then signed by a Post Commander or Adjutant, and must have the recommendation of his high school principal on character and leadership in school activities in order to obtain citizenship in Boys State.<sup>11</sup>

Each boy must have a medical certificate which is very complete, filled out by a registered physician. No boy is admitted unless previously vaccinated for smallpox.<sup>12</sup>

Each applicant must have a parent's consent blank, signed, in which they waive any and all claims or causes of action against The American Legion, Department of California, California Boys State or any of their representatives, and that the responsibility of the American Legion Department of California to house and feed his son shall cease at noon of the last day.<sup>13</sup>

All signed application blanks, medical blanks and parent's consent blanks are sent to the Department Headquarters. Funds are handled by the Department Adjutant of the American Legion. Public liability insurance, which costs less than 10 cents per person, covering personal injury to boy or any member of the staff while on grounds dur-



ing 8 days in camp is carried by the Department".

An infirmary is maintained with three nurses and a doctor in attendance. In case of serious illness, the boy is sent to a hospital, thereafter all charges incident to his care and maintenance shall be the responsibility of the parents or guardian, who will be notified promptly by the American Legion if serious illness develops.

All staff members assemble the day before the Boys State opens at 2 p. m., at which time each of the counselors are given such information as a brief history of Boys State in the United States, its fundamental purpose, an outline of his duties and material which is needed to start the program. Each member is given a specific assignment for registration on Saturday.

### The Staff

The Staff consists of 20 junior counselors, that is, one for each city; 10 senior counselors, 6 program co-ordinators, one for each county to help wherever he is needed with educational and recreational programs, 7 special lecturers, one counselor in charge of court procedure, one in charge of elections, and a chief co-ordinator, who has charge of the athletic program. A chief counselor, who is in charge of the educational program, a camp director who has charge of the administration, housing, mess, office staff, transportation, entertainment, canteen, labor, finances, etc., and the chairman of Boys State, who is responsible for the entire program.

The staff members are attorneys, teachers, law students and businessmen, most of whom are Legionnaires, and public officials donated by various public offices.

A canteen is on the grounds under supervision of Ladies American Legion Post, where the boys can get drinks, candy, postcards, cookies and place orders for camera material.

A post office is established where the U. S. Government provides delivery and collection of mail. Stamps can be purchased. There are two deliveries of mail a day.

A banking system is established in which the boys deposit their money to check out as needed. There is a checking department where tickets and other valuables might be put for safekeeping.

Boys are given a free hand in their self-government. The staff is instructed to act in a guidance capacity as much as possible. However, they were expected to lead directed discussion and help supervise.

8-12:30—When the boys arrive by train or bus on Saturday they are met by a number of Legionnaires and are taken to the fairgrounds by bus. When they arrive at the fairgrounds they are registered and at the same time they are assigned to a political party. This year it was the Whig and Federalist. However, an independent candidate was chosen Boys State Governor. They are assigned to their city in which they will find their beds. There are 40-50 boys assigned to a city. They are then given

a physical examination, after which they begin their political activity.

12:30-2—Lunch. The meals are prepared and served in the Governor's Hall at regular hours. The menus have been approved by a dietitian, State Board of Public Health. There is plenty of food. The boys are allowed to go back for as many helpings as they desire. In answering the questionnaire, there was only one boy who objected to the food, giving as his reason, "too many strange dishes." Probably he was used to "meat and potatoes."

1:30-2—Staff conference. The staff conferences are scheduled daily. The purpose is: (1) to outline briefly the ensuing work to be accomplished; (2) to disseminate information concerning plans, programs and changes in schedule; (3) to discuss current problems and adjust the same. These conferences are presided over by either the Chief Counsellor, Camp Director or the Chairman of Boys State.<sup>12</sup>

2-3—General assembly (opening remarks by James S. Howie, chairman of Boys State Committee, and introduction of personnel).

3-4—City unit discussions are scheduled daily or twice daily. At these times each junior counselor meets with all the boys within his city. They used benches and their cots to sit upon while discussing the program.

1. They check attendance records.  
2. Disseminate information concerning unscheduled plans, programs and changes in scheduled ones.

3. They discuss the ensuing scheduled program and the pertinent portions of the Manual of Government pertaining thereto.<sup>13</sup>

4-6—Recreation. The athletic program is scheduled for that time in which the boys are not scheduled for instruction.

The boys are allowed to go swimming every day except Sunday. Table-tennis, volley-ball and badminton are recreation-room activities. Softball schedules are arranged between the cities. An award certificate is given to all winners.

The newspaper's name is "Boys' Statement." It is a mimeographed sheet published by the staff on the grounds. It reported on the topics of the day at camp, carried editorials, cartoons, athletic news and any other events that need reporting. It is aided on the publicity staff by a newspaper-man who is a Legionnaire. The publicity staff make a list of newspapers in the home town from which the boy comes, and as soon as he is elected to office, the story immediately goes to the paper or papers of his home town telling of his election.

6-8—Dinner.

8-10—Entertainment in Governor's Hall. The entertainment was put on by Sacramento Chamber of Commerce Convention Bureau. It consisted of solos, readings, community singing, quartets, special string ensembles and a few announcements. This talent is employed for entertainment.

### Sunday

6:45-8—Breakfast.

8-8:30—Quarters cleaned up for inspection. Staff conference.

8:30-9:30—City unit discussions; attendance recorded; manual of government studied.

9:30-11:30—Circulation and filing of nomination papers for city offices.

11-12—Religious service.

12-2—Staff conference.

2-4—Recreation. Group picture taken, letter-writing and rest period.

6-8—Dinner.

8-9—Organization of political parties. Whigs meet at Bleachers B-2. Federalists meet at Hall B-4 bleachers.

9-10—City meetings for introduction of candidates for city offices.

### Monday

6:45-8—Breakfast.

8-8:30—Quarters cleaned up for inspection. Staff conference.

8:30-9—City unit discussions; attendance recorded; manual of government studied.

9-10—City elections.

10-11—City election returns canvassed. Circulation and filing of nomination papers for county offices.

11-11:45—City meetings for installation of city officers and for the selection of appointive officials by the city councils and for the enactment of city ordinances.

11:45-1:30—Lunch.

1-1:30—Staff conference.

1:30-2—City unit discussions; attendance recorded; manual of government studied.

2-2:30—County meetings for introduction of candidates for county offices.

2:30-3:30—County elections.

3:30-4—County election returns canvassed.

3-8—Circulation and filing of nomination papers for party tickets at State Primary Election.

4-6—Recreation.

6-8—Dinner.

8-9:30—Meet court by staff members.

9:30-10:30—Political rallies for introduction of candidates. Whigs meet at Hall B-4. Federalists meet at Senate Bleachers B-2.<sup>1</sup>

Tuesday was taken over with the city and county officials working on their various duties. Wednesday the general election for State officials was held. There was also the inauguration of State officers. The rest of the time was devoted to practical application of their study.

Legislature: 1. The formation of a Boys State Alumnae so as to allow them to keep up a common bond, and to meet at least by local areas from time to time.

2. Calling on the real State Legislature to enact legislation providing for courses in the public schools on automobile driving and on traffic safety.<sup>11</sup>

At the end of the program the boys were given a questionnaire and asked to fill it out, but need not sign their name. The first of the 14 questions are given below:

1. Do you consider this program of educational value?

99% answered "yes," 1% answered "no."

2. Has it helped you to a better understanding of the functions of the government?

98% answered "yes."

2% answered "not much," "sometimes, nothing not in school."

3. Do you feel that you have learned more about your government than you previously learned in school?

86% answered "yes."

9% answered "no."

5% answered "not much," "no," "about as

4. In what ways have you profited by your attendance here? The following answers were the most frequent:

1. A practical training in government procedure. The boy is able to see how the courts, election boards, assembly and senate work. Also how to get out his petition and how to organize a campaign.

2. Learns to make friends with boys from other parts of the State, and have lasting friendships.

3. How to work and get along with total strangers.

4. It develops leadership, cooperation, ability to use his initiative, self-determination and confidence.

5. That orderly processes of law are our only safeguards of life, liberty and the pursuit of happiness.

6. Find out other youths' views on present-day problems and exchanges ideas. It is not unusual to hear them discussing how the student government in their school works. Quite often you can hear them say, "Watch our school go next year," "we will change," "you have a good idea."

7. To be able to speak in front of a group.

**T**HE boys themselves highly recommend the program. It needs only widespread support to be the outstanding Youth Movement in the United States.

1. American Legion, California Boys pamphlet on Advance Information for 1940.

2. H. L. Chailaux, "Illinois Making Boys into Citizens."

3. Boys State Pamphlet, "National Americanism Commission."

4. American Legion Bulletin, Advance Information on 1940 Boys State.

5. Minutes of meeting of the Fifth Area, Brawley, Nov. 29, 1936.

6. H. L. Chailaux, "School of Citizenship."

7. Ibid p. 19.

8. American Legion files, Department of California.

9. American Legion Bulletin, Advance Information, 1940.

10. Digest of minutes of Boys State Conference, National Headquarters, Indianapolis, Jan. 27-28, 1940.

11. Application card, California Boys State, 1940.

12. Medical Certificate, California Boys State, 1940.

13. Parents Consent Blank, California Boys State, 1940.

14. Digest of minutes, Boys State Conference National Headquarters, Indianapolis, Jan. 27-28, 1940.

15. 1940 Manual to staff members.

16. 1940 Manual to staff members.

17. "Boys Statement," official camp newspaper, p. 1, 1940, last edition.

*Faculty of Kingsburg Summer School of Music, 1940. Left to right: Back—Walter Dahlin, Leland Forsblad, Elwyn Schwartz, Kenneth Helvy, J. Chandler Henderson. Front—Holger Selling, Phyllis Quist, Grace Kanawyer, and J. Nelson Walling.*



## SCHOOL OF MUSIC

### KINGSBURG SUMMER SCHOOL OF MUSIC

*Elwyn Schwartz, Director of Music, Kingsburg Schools, Fresno County*

**F**OR the fourth consecutive season, Kingsburg, in Fresno County, population of 1500, held a summer Music School. Nine experienced teachers offered over 60 different classes in every phase of music—vocal, instrumental, novel.

The fundamentals of music, note reading, rhythm, sight singing, writing were stressed as 1940 theme. Pre-instrumental, toy-flute class, listening group, recording technic, and baton-twirling were featured.

A series of public presentations, student recitals, and four radio broadcasts over Fresno's radio KARM publicized summer music, the school and made audience situations. A new recording machine was used to record ensemble productions and for study of radio broadcasts.

To further the theme of every Annual Kingsburg Summer School of Music—"Play and Sing for Fun"—a school newspaper came out each Friday, edited by members of the faculty containing musical notes of the school.

A dress-up and Camera day culminated in an auditorium program with awarding of musical prizes to best dressed students, musically speaking. A final playday on the athletic field with an annual baseball game between older boys and faculty completed the 1940 school.

All classes are written up by each instructor in the annual booklet, mimeographed by the school and available by writing the director. The 50-page booklet also explains the summer school organization and contains examples of materials used.

The school was held from June 17 to July 26. Meeting every half-hour from 8 to 12 classes were offered by 8 instructors in every instrument and ensemble together with a complete vocal department and orchestras and bands. Tuition was \$2.50 for six weeks or 50 cents per week; every student could take as many classes as he desired, many taking 6 to 8 each morning. Monday, Wednesday, and Friday were

school days in a musical sense to 164 enrolled students. Following is a summary of some values of the school:

1. The school theme—"Play and Sing for Fun"—stressed.

2. Much stress was laid on the fundamentals of music. All students were required to take a course stressing reading music and relative sings—writing and understanding of the theoretical, printed music page. This course was organized and all classes presented parallel problems simultaneously.

3. Faculty reports and discussions following each school day gave opportunity for individual ideas and methods of presentation.

4. Recording and radio techniques were furthered through the recordings of many fine numbers by various ensembles in the school. A series of four Friday afternoon broadcasts over KARM gave the students an opportunity in this field of music.

5. Several extra-curricular classes were arranged and offered by the faculty.

6. A materials exhibit day gave the faculty an opportunity to examine and discuss much printed music in all fields.

7. Ensembles of piano, reed, brass, string, bell, flute and drum featured.

8. Opportunity given many students to train under new instructors.

9. Better transition from grammar to high school music afforded.

10. Many students began instruments new to them.

11. Large organizations worked for better musicianship.

12. Chance to learn new instruments.

13. Aid in teaching procedure afforded instructors, especially music college majors, teaching in real situations for the first time.

14. Opportunity for contact with new material.

15. Summer musical slump somewhat eliminated.

16. The more talented progress as fast as they desire.

17. Fun and personal enjoyment in music stressed.

18. Novel in music furthered: baton-twirling class, accordion, toy-flute, fun-sing class.

19. Opportunity given many students to perform in new audience situations.

20. A fully-organized vocal department with classes for third and fourth grade singers, boys and girls glee club for grammar and high grades, and an a cappella choir.

21. Many high school students (64 of the total enrollment) attended the summer school, showing their desire for continued study.

22. Six students were high school graduates evidencing a real love of music study.

23. Community music in Parlier, Selma, Reedley, Dinuba, and Kingsburg aided.

# I BELIEVE IN DEMOCRACY

AND YOU WOULD SAY THIS, TOO; YET, CAN YOU TEACH IT?\*

*Marian Gregg, Principal, Burbank School, Santa Rosa, Sonoma County*

**N**OW that the whole of America is awake to the importance of teaching the principles of democracy to the children of our schools, I feel that a few comments from a veteran in this field might be timely.

Eighteen years ago, when I faced my first pupils in an elementary school, I sensed that democracy had to be "taught." Our American air contains no fundamentals of freedom which may be breathed into the thought. The principles of justice and equality must be learned, line upon line.

Because of an utter absence of precedent in this teaching (at least an absence of it in my experience), I began with the outer form.

We nominated leaders, voted for them, and worked out a complete school city. "We" were an elementary school, containing the first six grades, and, as the school was rather small, it was possible to use the fine old town meeting method of nominating candidates.

Our ballots were printed by the high school, and looked very business-like. We borrowed the election booths from the court house, and made our elections as realistic as possible by imitating our elders. Having thus set up the framework, I began to try to hang my democratic ideals upon it.

The first years of this school city were full of disappointments and surprises. The mayor and city council met regularly with me and transacted such business as came their way. These meetings were often very dull. Matters they could have worked out for the good of all crowded close around these little civic groups, unseen and uncomprehended.

They accepted my suggestions readily enough, and adopted some very

good rules, but their ideas were borrowed from me, and made into rules to please me.

The little city clerk had great trouble with the minutes, and I often had to rewrite them, calling attention to important, business that had been omitted.

I began to see that the development of democratic thinking is a slow and tortuous process.

Several times during these formative years I found that my councilmen quite willingly accepted bribes to protect wrongdoers.

## Student Government

Looking back at these first attempts, my heart goes out in sympathy to the many teachers who, in their efforts to establish student government, reached the point of dark despair, and gave up the idea entirely.

This, however, was one of the few times in my life when I knew that I was right, so I kept plugging along, grateful if I made any progress at all.

Strange things were happening in my own thought, as I worked with this far from satisfactory unit of government. I was conscious of a growing respect and reverence for a government of the people and by the people. By unseen ways I had been led to an understanding of what I wanted to develop within the thought of these children.

With my clearing thought, affairs of our school city began to improve. My increasing respect for freedom and democracy was reflected by the respect and obedience accorded the school officials by the pupils in general. The mayor and city council began to set up for themselves ideals of purity, and deep consideration of ways and means of improving the school.

Fathers listened carefully to the minutes of previous meetings read in

their lodge, so they might help some small city clerk to make a successful report.

Now the whole system is an ever-increasing delight to me. The dullness has gone; the children are thinking and learning how to govern themselves; they are appreciating what it means to have a government in which all the people have a part, and the importance of maintaining such a government.

The teachers, instead of merely enduring the whole matter as one of the school principal's whims, look upon our school government with pride and a growing understanding.

During the last few years our city council meetings have become so dynamic and useful that I look back with wonder at my earlier struggles. I feel that, at last, the children are being trained to uphold a democracy with intelligence.

Now I have come to the point of the whole matter. It took me eighteen years to develop my own democratic ideals to the point where I could really teach democracy to others. It was a long, slow road, filled with failures and mistakes and much groping.

I am sure that the fine, well-trained teachers of today can learn the principles of democracy much faster than that; but this I do aver—that we cannot give our children of today any understanding of democracy unless we know how to express within our own lives the emotions that gave birth to freedom.

We must be sincere and enthusiastic, and discard all sense of class distinction; we must believe in the possibility of equal opportunity for all; we must understand why equal consideration must be accorded all races and religions; we must believe in the brotherhood of man and the power of loving-kindness.

**S**O, before we open our new democracy outlined for the new school year, let us humbly take stock of our democratic ideals, and begin to learn what they mean in our lives.

\* \* \*

*March of Education* is a timely serial publication of United States Office of Education. Dr. John W. Studebaker, United States Commissioner of Education, in a recent issue states, "March of Education No. 1 went to educators in September, 1935. Then education faced an acute phase of the depression emergency; today we face a defense emergency. To meet emergencies we must act in concert and act swiftly. March of Education affords a rapid medium for exchange of vital information."

\*Written for The Christian Science Monitor and reproduced through its courtesy from its issue of September 21, 1940.



## EXTENSIVE READING

### THE EXTENSIVE READING PLAN A STEPPING STONE TO THE CLASSICS

Juanita I. Piggott, Teacher of English, San Pedro High School, Los Angeles County

ALL English teachers have the desire to establish in their students the habit of reading good literature, and to develop an appreciation and love for the ideals that make literature rich and powerful.

How successfully this objective is accomplished is a matter of conjecture. There is a feeling that forcing the works of the great masters upon students is responsible for the distaste which too many of our young people have for the really fine works of literature.

We define classical literature as that which has universal appeal. Victor Hugo's *Les Miserables*, for instance has been translated into more languages than any other book except the Bible.

The reading of students exerts a great influence on their lives. Therefore I contend that in the beginning we should be not so much concerned with what they read, but with the question, "How much do they read." For if a liking for reading is developed the classics should be an outgrowth and an addition to the reading plan.

We discussed for some time in our literature class an extensive reading plan to be carried on under an informal procedure. Each member of the class made a list of his former reading from a long list that had been compiled by a committee. The books were listed alphabetically by titles. The list was placed on the bulletin-board. As the students handed in their lists the book was recorded on the chart to determine the type of book that had been popular and the frequency with which it had been read.

The following were the books chosen to show the choice most often read by students. The left hand numbers represent their place on the major chart; the right hand numbers show total choices.

Chart 1.

8. Beaton Runs the Mile.....	15
10. Beau Geste .....	26
22. Captains Courageous .....	37
53. Dr. Jekyll and Mr. Hyde.....	15
61. Falcons of France.....	10
122. Men of Iron.....	16
129. Mutiny on the Bounty.....	39
183. Ship Without a Crew.....	13
185. Show Boat .....	9
187. So Big .....	20
193. Tatooed Man .....	20
197. Treasure Island .....	26

We were then ready to proceed with the new reading plan. We chose from the main library as many books similar to the above as we could get, and a few others in the hope that the students would investigate and adventure into new fields.

The major chart grew from day to day as the members of the class began making independent trips to the main library.

The name of each student was placed on a second chart. When a book was finished its alphabetical number was written opposite the reader's name. Thus at a glance it was easy to see how many and what books had been read.

#### Major Book List

Able McLaughlins .....	2
Adam Bede .....	0
Adventures of Sherlock Holmes.....	4
Alice of Old Vincennes.....	0
Arrowsmith .....	6
Age of Innocence .....	0
Babbitt .....	2
Beaton Runs the Mile .....	15
Beat to Quarters.....	2
Beau Geste .....	26
Beau Sabreur .....	2
Behind the Lines.....	1
Bent Twig .....	0
Ben Hur .....	3
Black Arrow .....	3
Black Rock .....	0
Border Control .....	3
Bridge of San Luis Rey.....	1
Brewster's Millions .....	0
Calico Ball .....	5
Call of the Wild.....	5
Captains Courageous .....	37
Cardigan .....	2
Cardinal's Snuff Box, The.....	3
Carollian, The .....	1
Cathedral, The .....	4
Cease Firing .....	1
Certain Rich Man, A.....	0
Cimerron .....	12
Conquest of Cannon, The.....	0
Citadel, The .....	1
Connecticut Yankee in King Arthur's Court.....	2
Continental Dollar, The.....	0
Corporal Cameron .....	1
Count of Monte Cristo.....	6
Courts of the Morning.....	2
Covered Wagon, The .....	12
Crossing, The .....	0
Crisis, The .....	13

Cruise of the Cachalot, The.....	0
Cruise of the Dazzler.....	4
Cark Frigate .....	5
David Harum .....	1
David Copperfield .....	3
Death on the Border.....	2
Death Comes to the Archbishop.....	1
Deepening Stream, The.....	3
Deerslayer, The .....	13
Diana of the Crossways.....	2
Diantha's Quest .....	3
Doctor, The .....	3
Disputed Passage .....	5
Dr. Jekyll and Mr. Hyde.....	13
Drums .....	3
Drums Along the Mohawk.....	3
Durandel .....	1
Eben Holden .....	3
Emma .....	0
Ethan Frome .....	1
Halfback, The .....	2
Falcons of France.....	10
Fog Horn .....	3
Fighting Guard .....	1
Five Point Service.....	3
Forgotten Daughter .....	1
Forever Free .....	1
Gentleman from Indiana .....	1
Giants in the Earth.....	2
Girl of the Limberlost.....	2
Goal to Go.....	9
Good-bye Mr. Chips.....	0
Good Earth .....	15
Great Expectations .....	0
Green Mansions .....	1
Graustark Romances .....	7
Green Light .....	0
Happy Warrior .....	2
Harbor, The .....	1
Henry Esmond .....	1
Hoosier Schoolmaster, The.....	2
Honey in the Horn .....	1
House of Seven Gables, The.....	0
House Divided .....	0
Hugh Wynne .....	0
Hurricane, The .....	0
Hurricane Weather .....	4
If I Were King.....	3
Innocents Abroad .....	0
Iron Duke, The .....	0
Inside the Cup .....	2
Invitation to the Waltz .....	3
Ivanhoe .....	2
Jack Ballister's Fortune .....	3
Jalna .....	1
Janice Meredith .....	3
Java Head .....	1
Jane Eyre .....	17
Jeremy .....	1
Jeremy, at Crale.....	1
John Halifax, Gentleman .....	1
Jim Davis .....	13
Kim .....	2
Kidnapped .....	3
Last of the Mohicans, The.....	7
Lance of Kanan.....	6
Last Quarter, The.....	2
Last Days of Pompeii.....	0
Les Miserables .....	3
Light that Failed, The.....	1
Lin McLean .....	0
Little Minister, The.....	15
Little Women .....	15
Little Shepherd of Kingdom Come, The.....	2
Lord Jim .....	1
Lorna Doone .....	1
Lost Horizon .....	12
Magnificent Obsession .....	2
Martin Hyde .....	5
Mary Peters .....	1
Master of Ballantre.....	2
Men Against the Sea.....	3
Men of Iron .....	16
Miss Lulu Bett .....	2
Monsieur Beaucaire .....	2

Moby Dick .....	2
Money Moon .....	2
Mr. Midshipman Easy .....	1
My Antonia .....	1
Mutiny on the Bounty .....	39
Mysterious Island .....	7
The Newcomes .....	1
Oil for the Lamps of China .....	3
Old Chester Tales .....	1
Old Curiosity Shop .....	0
Old Fashioned Girl .....	8
Oliver Twist .....	2
One Minute to Play .....	0
O'Pioneer .....	0
Pearl Lagoon .....	0
Penrod .....	2
Penrod and Sam .....	3
Penrod Jashber .....	1
Peter Pan .....	0
Pilot, The .....	1
Powder Smoke .....	2
Prester John .....	8
Prince and the Pauper .....	15
Pride and Prejudice .....	1
Prisoner of Zenda .....	2
Ramona .....	3
Ramsey Miloholland .....	2
Rebecca of Sunnybrook Farm .....	14
Red Man's Luck .....	1
Red Badge of Courage .....	1
Red Rock .....	1
Richard Carvel .....	5
Right of Way .....	1
Sara Crew .....	3
Salute to Adventure .....	1
Scaramouche .....	7
Scarlet Letter .....	16
Scarlet Pimpernel .....	1
Scarlet Cocherel .....	0
Scoring Play .....	0
Secret Garden .....	3
Secret Cargo .....	0
Seventeen .....	3
Seiners .....	8
Seas of the Mighty .....	0
Ship on the Line .....	1
Ship Without a Crew .....	4
Skylark .....	2
Show Boat .....	15
Silas Marner .....	5
So Big .....	20
Soldiers Three .....	4
Split Seconds .....	1
Stover at Yale .....	2
Strawberry Acres .....	2
Tale of Two Cities .....	10
Tattooed Man .....	20
Three Musketeers .....	2
To Have and to Hold .....	7
Tom Brown's School Days .....	0
Treasure Island .....	26

Chart 2. Class Chart for Individual Reading record.

Mary Doe .....	185	187		
Jack Doe .....	22	61	129	193
Frank Doe .....	129	183	193	
Helen Doe .....	10	53	187	193

No book reports were required. Each student, however, wrote the title, author, and a short annotation of the books that he read. He was ready to tell something about the main characters and the plot if some other member of the class was in doubt as to whether he would enjoy reading the book. Sometimes there was a great deal of fun in the classroom as different members used the methods of high pressured salesmen in defense of their books.

Test 1. In the space before each book in the column at the right place the number of the character who figures in the book.

Name of Character	Name of Book
1. Charles Darnay .....	1. David Copperfield
2. Alessandro .....	2. Kidnapped
3. Cosette .....	3. Treasure Island
4. Becky Sharpe .....	4. Jinx Ship
5. D'Artagnan .....	5. Count of Monte Cristo
6. Eppie .....	6. Tale of Two Cities
7. Captain Bligh .....	7. Les Miserables
8. David Balfour .....	8. Ramona
9. Jean Valjean .....	9. Vanity Fair
10. Jim Hawkins .....	10. Silas Marner
11. Tod Moran .....	11. Three Musketeers
12. Edmond Dante .....	12. Mutiny on the Bounty
13. Long John Silver .....	13. Ship Without a Crew
14. Mr. Micawber .....	
15. Peggotty .....	
16. The Bishop .....	

Test 2. In the space before each work in the column at the right place the number of the author given at the right.

Author	Books
1. Owen Wister .....	1. Mutiny on the Bounty
2. Charlotte Bronte .....	2. Three Musketeers
3. Sinclair Lewis .....	3. David Copperfield
4. Alexandre Dumas .....	4. Les Miserables
5. John Masefield .....	5. Arrowsmith
6. Johann Wyss .....	6. Good Earth
7. Pearl Buck .....	7. Jim Davis
8. William Thackeray .....	8. The Virginian
9. Victor Hugo .....	9. Jane Eyre
10. Charles Dickens .....	10. Swiss Family Robinson
11. Nordhoff and Hall .....	11. Scaramouche
12. James Hilton .....	12. Deerslayer
13. Jack London .....	13. Black Arrow
14. James Fenimore Cooper .....	14. Seventeen
15. Winston Churchill .....	15. Last of the Mohicans
16. Helen Hunt Jackson .....	16. Call of the Wild
17. Robert Louis Stevenson .....	17. Good-bye Mr. Chips
18. Booth Tarkington .....	18. The Crisis
19. Hawthorne .....	
20. Rafael Sabatini .....	

Test 3. Place the number of the correct answer in the space before the sentence:

- ..... 1. The Covered Wagon is a novel about (1) Pioneering, (2) Westward movement, (3) Discovery of the West, (4) Civil War.
- ..... 2. The Crisis is a story about (1) The Revolutionary War, (2) The Civil War, (3) The Mexican War, (4) The War of 1812.
- ..... 3. Beau Geste tells a story about (1) The World War, (2) The Boers in South Africa, (3) The French Foreign Legion, (4) Civil War.
- ..... 4. Dr. Jekyll and Mr. Hyde is a story of (1) great scientists, (2) medical research, (3) stolen jewels, (4) dual personality.
- ..... 5. The Virginian is a popular novel about (1) pilots, (2) bandits, (3) soldiers, (4) cowboys.
- ..... 6. Good-bye Mr. Chips was written by (1) James Hilton, (2) Owen Wister, (3) Victor Hugo, (4) John Masefield.
- ..... 7. The setting of Pearl Buck's Novel Good Earth was (1) India, (2) Italy (3) Japan, (4) China.
- ..... 8. The Jinx Ship is a story of (1) Mystery, (2) Crime, (3) World travel, (4) Exploration.
- ..... 9. Ben Hur is a story, (1) Of Rome in the time of Christ, (2) Europe during the World War, (3) Adventures in Africa, (4) Lost treasure.
- ..... 10. An amusing character in David Copperfield was, (1) David Balfour, (2) Steerforth, (3) Jean Valjean, (4) Mr. Micawber.
- ..... 11. Ramona was written by (1) Helen Hunt Jackson, (2) Mark Twain, (3) Booth Tarkington, (4) Washington.
- ..... 12. Jean Valjean is the principal character in (1) The Crisis, (2) Kidnapped, (3) Les Miserables, (4) The Cathedral.
- ..... 13. D'Artagnan was the hero of, (1) Three Musketeers, (2) Treasure Island, (3) Tale of Two Cities, (4) Scaramouche.
- ..... 14. Becky Sharpe of Vanity Fair was (1) selfish, (2) kind, (3) unscrupulous, (4) thoughtful.
- ..... 15. Fifteen-Thirty is the autobiography of, (1) Helen Keller, (2) Helen Wills, (3) Helen Hunt Jackson, (4) Helen Jacobs.
- ..... 16. Howard Pease wrote stories of (1) Adventure, (2) Aviation, (3) Western, (4) Mystery.
- ..... 17. The Story of My Life is the story of, (1) Helen Keller, (2) Jane Addams, (3) Louisa M. Alcott, (4) Marty Anton.
- ..... 18. North to the Orient was written by (1) Helen Hunt Jackson, (2) Eleanor Porter, (3) Helen Wills, (4) Anne Morrow Lindbergh.

Later some tests were compiled by a committee from information handed to them. The tests were given to the class. At first the scores were very low, but it was surprising to see how the knowledge about the books increased. The tests were as shown on Page 19.

The program was entirely liberalized and individualized. The choice of books showed a decided correlation between the intelligence quotient of a student and his reading ability. Many of the books listed were too complicated in content and too difficult in vocabulary for retarded readers. The extensive reading plan, however, permitted the student to make a choice relevant to his native ability without drawing attention to any deficiency.

Jules Lemaitre, the French critic, has said, "Let us love the books that please us, and cease to trouble ourselves about classification and schools of literature."

**I**NCE the habit of reading is fostered in young people, their perception steadily becomes keener and improvement in reading is noticeable.

It is not difficult to guide the tastes of students into more critical and esthetic channels than simply reading one after another adventure book all written after the same formula. By reading different scenes, dialogues, character sketches, or exciting bits the teacher is able to arouse interest in most any book.

A great deal of discussion was given to types of books such as adventure stories, thrillers, books that might be termed means of escape, and books that had lasting qualities. Certain measuring-sticks for evaluating books were used in the form of questions such as:

1. Did the book have any other value aside from entertainment?
2. Were the situations in the book such as confront you in your daily life?
3. Did the characters talk as the people you know talk?
4. Did the reading of the book help you solve any of your own problems?
5. Did the characters in the book win because of worthy traits or lose because of unworthy one?
6. Did the author paint characters that reminded you of friends, members of your

family, or other people whom you had known?

7. Did you discover in the reading of biographies that persons may achieve great things in spite of handicaps?

8. Did you learn facts about the modern world?

9. Did you gain an understanding of problems that lie ahead of you?

10. Did you develop any feeling of tolerance and sympathy through reading?

11. In the reading of better books did you realize that education is of great value and means freedom from commonplace things?

12. Did you find the same motives and relations of characters in books as you find in real life?

13. Did you gain an appreciation for worthy traits of character?

14. In the biographies did you become interested in personality to the extent that you wanted to read much more from other sources?

15. What truths about life did you gain from the books read?

16. Did you learn a great deal about human nature from reading?

17. Did you learn anything from your fiction characters? Make a list of the characters from whom you learned something.

18. If you could be any character of fiction which one would you choose?

19. Did you learn anything about the lives of authors that you would consider might have influenced their writing?

20. Do you remember any outstanding passages worth remembering from the novels that you read?

21. Did extensive reading increase your rapidity and quicken your perception?

22. Make a list of desirable character traits.

Toward the end of the semester the taste of the readers changed materially. Adventure, sport, and so-called "thrillers" were losing in popularity. The following took their place:

Up from Slavery.....	4
Story of My Life, Helen Keller.....	18
Soul of an Immigrant.....	1
John Paul Jones.....	0
Life of Clara Barton.....	17
Girl in the White Armour.....	8
Pershing, Story of a Great Soldier.....	20
Florence Nightingale.....	10
Life of Mark Twain.....	0
Last of the Great Scouts.....	21
Marco Polo.....	13
With Sam Houston in Texas.....	10
Boy's Life of Lafayette.....	1
Admiral Byrd.....	10
Last Flight, Story of Amelia Earhart.....	32
Royal Road to Romance.....	3
Inside Europe.....	1
Count Lucknor.....	20
Alone.....	6
Natives Return, The.....	5
Around the World in Eleven Years.....	6

North to the Orient.....	8
Listen, the Wind.....	12
We.....	5
Will Rogers.....	18
Winged Highway.....	2
Fifteen-Thirty.....	6
Mozart.....	3
Up the Years from Bloomsbury.....	2
Northwest Passage.....	3
Westward Ho.....	1
Theodore Roosevelt's Letters to His Children.....	6
Grandmother Brown's 100 Years.....	2
Franklin D. Roosevelt.....	1
Life of Pasteur.....	5
House of Exile.....	1
Madame Curie.....	8
Life on the Mississippi.....	1
David Livingston, Explorer and Prophet.....	1
Elizabeth and Essex.....	2
Making of an American.....	4
Great American Family.....	8
Seahawk.....	3
Brimming Cup, The.....	2
Patriot, The.....	3
Wild Animals I Have Known.....	3
Emil Zola.....	3
Brightest Africa.....	1
Fortitude.....	1
Deepening Stream, The Life of Bach.....	9
Queed.....	1
Enchanted Vagabonds.....	1
Virginian, The.....	18
Yearling, The.....	2
Let the King Beware.....	1
A Woman Named Smith.....	4
Mother Mexico.....	3

The reading plan covered approximately 3 months. The major chart in the last analysis listed 250 books of fiction and 50 biographies and travel. The average score was 8 books for each student. One student read 28 books and another 22. Only one student read 1 book, and he reported that he had never read a book in his life before. He selected *The Lance of Kanana*. He reported that it was a good book and he was going to read another just like it.

*Some conclusions drawn by the students were as follows:*

1. It was a basis by which to evaluate my own reading ability.
2. It helped me to read better books.
3. I became acquainted with books that otherwise I wouldn't have read.
4. My knowledge of books and authors was widened.
5. The more I read the better my understanding became.
6. After reading a few good books I wanted to read many more that were discussed in class.
7. I liked it because I could choose any book I wanted.
8. We learned to speak freely about authors, books, and characters, and it made them seem real.
9. I learned about different types of novels.
10. Some of the truths revealed in novels are a help in our daily life.
11. It was fun to read.
12. The general spirit of reading increased my desire to read.



# CLASSROOM TEACHERS

CTA CLASSROOM TEACHERS DEPARTMENT, SOUTHERN SECTION

*Jesse E. Solter, Lindbergh Junior High School, Long Beach; President*

**E**NTER to Learn, go forth to Serve," is a motto found over the entrances of many educational institutions. I wonder how many of us stop to consider the full meaning of it.

As teachers, we have entered, and in no case has there been a failure as far as learning is concerned, but what has been learned and to what degree is an entirely different thing.

The ability to use knowledge in live, problem-solving situations is of the utmost value and through this medium we have the privilege of service. Through our serving we learn and so an endless procedure is evolved.

In the Classroom Teachers Department we are endeavoring, to a greater extent than ever before, to accomplish the purposes of our organization as set forth in our constitution, namely:

## Six Purposes

1. To bring classroom teachers throughout California into closer relationships of assistance and cooperation.
2. To promote social, professional and economic status of teachers.
3. To assist in strengthening and making more efficient the work of California Teachers Association.
4. To increase the membership and interest of classroom teachers in California Teachers Association.
5. To investigate and study current educational problems of importance.
6. To promote higher educational ideals and standards.

As one may obviously see, the accomplishment of any such program is surely dependent upon the service—real service of each and every member. Of course, the effort necessary must come from someone. So to those who so endlessly and tirelessly strive for this ideal, we must express our appreciation.

The teacher is a prophet.

He lays the foundations of tomorrow.

The teacher is an artist. He works with the precious clay of unfolding personality.

The teacher is a builder. He works with

the higher and finer values of civilization.

The teacher is a friend. His heart responds to the faith and devotion of his students.

The teacher is a citizen. He is selected and licensed for the improvement of society.

The teacher is a pioneer. He is always attempting the impossible and winning out.

The teacher is a believer. He has abiding faith in the improbability of the race.

—Jay Elmer Morgan.

"I sing the praise of the unknown teacher. Famous educators plan new systems of pedagogy, but it is the unknown teacher who delivers and guides the young. He lives in obscurity and contends with hardship. He keeps the watch along the border of darkness and makes the attack on the trenches of ignorance and folly. Patient in his daily duty he strives to conquer the evil powers which are the enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind. He lights many candles which, in later years, will shine back to cheer him. This is his reward. Knowledge may be gained from books, but the love of knowledge is transmitted only by personal contact. No one has deserved better of the republic than the unknown teacher.

—Henry Van Dyke.

*Jesse E. Solter, President*



As teachers our responsibility is great, for almost every great man has acknowledged his indebtedness to some inspiring teacher. Marcus Aurelius, in his "Meditations" begins with a list of his relatives and teachers from whom he had acquired the habits that formed his character.

Louis Agassiz inspired most of the biology teachers of America, and the granite boulder that marks his grave bears the simple inscription, "A Teacher." What a grand and fine eulogy that is. It causes us to remember that He who was the greatest among the sons of men was known as "a Teacher come from God."

## Where Do We Stand?

Fellow-teachers, just where do you and I stand? As we recall, water rises to seek its own level. Are we capable of allowing that level to be of sufficient height when demonstrated by our pupils?

Self-discipline is indeed more easily said than done, however our inability is, in no wise, an excuse for lack of endeavor. Demanding from one's self, perfection, and insisting upon our utmost effort in its attainment, is the duty of each and every one of us.

When we have arrived so near to this ideal that we are able to think, say and do that which is necessary at the proper time, then I believe we have arrived and are knocking at the door of self discipline.

Is it possible or practicable to teach that which I, myself, have not mastered? Our battle for improvement must be continuous.

*Surely membership in our own local, state and national organizations is a tremendous aid—for we all agree "in union there is strength."*

**C**ERTAINLY this bond which ties us together brings us into closer relationships of assistance and cooperation both socially and educationally, and in this strength is made more efficient our work in promoting higher educational ideals and standards.

## PROGRAM OF GUIDANCE

Donald T. Graffam, Head, Social Science Department, Citrus Union High School and Junior College

AS the guidance movement continues to gain in popularity, such questions as these are increasingly raised among guidance-minded faculty members of smaller secondary schools: How can we build up a program that is practical for us? What services should the program comprise?

A description of the program developed at Citrus Union High School and Junior College may be helpful in answering these questions. Citrus, typical of many of the smaller secondary schools in California, is located in a rural area between the cities of Azusa and Glendora, with a faculty of 35 men and women, a high school enrollment of 500, a junior college enrollment of less than 200.

While "individual guidance," as described by Joy Elmer Morgan<sup>1</sup>, has always been practiced by administrators and teachers at Citrus, the plan presented in Chart 1 is in its third year of development<sup>2</sup>.

An examination of Chart 1 reveals an outline of the guidance functions of the school personnel during the school year, and, at the same time, suggests a scope and sequence of guidance service from the time the 8th grade elementary school pupil is beginning to think about spring pre-registration for high school to the time he is graduated from junior college and placed in a job, trade school, or university. (We believe our responsibility to the student does not necessarily end when he has graduated from our institution.)

Columns 1 and 4, indicating guidance functions of classroom teachers and members of the administrative staff, present traditional school services that could be classed as "individual guidance" for students. Newer type guidance services are suggested in columns 2 and 3.

Some of the best guidance for Citrus students in regard to their educational, vocational, and personal problems is accomplished in certain classes charged with the responsibility of carrying on group guidance. Orientation 1-A, required of all college freshmen, exists solely for the purpose of providing group guidance under the

three fields of personal, vocational, and educational problems of college students. Problems of students are raised, needs discovered, and individuals are encouraged to seek help from counselors and administrative officers in regard to those problems that may require counsel. It is here that students are introduced to the requirements of college and are encouraged to form a life philosophy that is meaningful, helpful, and inspiring.

The college testing program is administered largely through this class: Wren study habit test, Otis intelligence, Iowa content,

California personality, Strong, Kuder, and Lufburrow vocational records, together with several aptitude tests.

THE class entitled Personal Management and Consumers Education, elective to high school juniors and seniors, has been gaining in popularity from the time it was first introduced three years ago. It has been built along the line described by Hopkins as "the experience curriculum."<sup>3</sup> Units of learning accomplished by the class during the first three quarters of the year are as follows:

Unit 1, How can I make the most of the present year at Citrus? (Topics included: Developing better scholarship, particularly as it relates to the improvement of reading and use of the library; developing better class membership and better school citizenship.)

3. T. L. Hopkins, *Integration — Its Meaning and Application*. Appleton-Century, 1936.

Chart 1. Citrus Program of Guidance

THE SCHOOL YEAR			
Pre-Registration Registration			
1	2	3	4
Guidance Functions of Classroom Teachers	Group Guidance in Special Classes	Functions of the Director of Guidance and Committee	Guidance Functions of Administrative Office
Direction of study	Orientation 1-A for grade 13 (Mr. Graffam)	Organization of guidance committee	Registration and changes of registration
Assistance to students in need of help	Personal Management and Consumers Education, for grades 11 and 12 (Mr. Graffam)	Coordination of all guidance functions	High School: (Prin. Hayden) (V. P. Sturges) (V. P. Sheldon) (Class advisors)
Reference of special problems to guidance committee	Civics-Sociology for grade 12 (Dean Smith) (Mr. Morris)	Selection of counselors	Junior College: (Dean Smith) (Dean Purdum) (Mr. Vaniman) (Miss Dryden) (Mr. Graffam) (Mr. Snyder)
Cooperation with guidance committee	Social Living for grade 9 (Mr. Morris) (Miss Greenlaw)	Planning vocational guidance program	Organization of Assemblies (Prin. Hayden)
	Remedial Reading for special cases (Miss Hewitt) (Mrs. Sheldon)	(a) Special vocational guidance assemblies	Counseling of Students (Prin. Hayden) (Dean Smith) (Dean Purdum) (Mr. Graffam) (Counselors)
	Administration of Tests: Wren Study Habit Otis Intelligence Iowa Content California Personality Lufburrow Vocational Strong Vocational Bell Adjustment Minn. Clerical Stenquist Mech. Seashore-Meier Art Judgment (Mr. Graffam) (Mr. Ebersold)	(b) Contacting of students, grades 11-14	Adult education and Evening High School (Prin. Pryor)
Social education of students in all classes in English, Social Science, Mathematics and Science		(c) Vocational Conference Day at Citrus	Cumulative records
		(d) Continuous program of vocational counseling	Visual aids (Mr. Ebersold)
		Enlistment of cooperation from community agencies	
		Cumulative records	

### PLACEMENT AND FOLLOW-UP

Principal Hayden, Principal Pryor, Mr. Graffam  
(Cooperative agreement with California State Employment Office at Covina)  
Mr. James Thomas, Manager

<sup>1</sup> Joy Elmer Morgan, "Individual Guidance through the Schools," Personal Growth Leaflet No. 53, National Association, Washington, D. C.

<sup>2</sup> Mr. Graffam's paper was prepared early in 1940.

Unit 2, How can I develop a better personality?

Unit 3, What vocation would I like to follow?

Unit 4, How can I prepare myself for a happy marriage and good home membership?

Unit 5, How can I become a better-informed consumer?

Unit 6, How can I improve the use of my leisure time.

These units were chosen by both sections of the class in the order presented above. Future units may include an investigation of religion as a vitalizing life factor, building a life philosophy, and conservation of natural resources, or whatever problems are of greatest interest and concern to the class.

Tests administered to the 55 students in the two sections of this class included: Wren study habit, California personality, Bell adjustment inventory, Lufburrow vocational interest locator, Stenquist mechanical, Seashore-Meier art judgment, and Minnesota clerical. Results of the tests are compiled on a record-sheet and used in private interview with each student by a high school counselor.

Other juniors and seniors who want this type of service have to apply for it individually, as the battery mentioned above has not been administered outside this class, which comprises one-fourth of the total enrollment in junior and senior classes. The administrator attempts to guide into this class students who need it most, the basic function of which is to build wholesome personality and provide occupational orientation. As might be expected, high school students who have definitely decided on some profession like engineering or dentistry usually do not enter this class.

Some excellent group guidance, particularly along lines of citizenship, is accomplished in the semester course in civics, required of all seniors. Most of them follow this with an elective semester course in sociology, where more attention is paid to group guidance than to formal sociology.

As a means of orienting incoming students two sections of the course entitled Social Living are offered high school freshmen. The purpose of high school, how to study, the use of the library, offerings of the curriculum, and problems of the community are among the topics considered in this course.

The English department pays particular attention to the problem of improvement in reading of all students from grades 9-14. Special cases of reading difficulty are handled by the head of the department and by a teacher who has special training in the field of remedial reading. Tutorial instruction is provided the most needful cases. The English department administers reading-tests to all students.

**T**HE functions of the guidance committee and its chairman are listed in column 3. Membership in the committee is open to any faculty member who wishes to belong. At present there are 15 on the committee, 12 of whom have had special training

in student personnel work in the form of graduate courses taken for credit. The committee meets on call of the principal or chairman as problems arise pertinent to the work of the committee.

### Counselors and Advisors

Five members including the dean of the junior college, dean of women, and director of guidance serve as vocational counselors and personnel advisors to the junior college personnel. This means a load of about 30 counselees for each advisor. Actually, a thorough job of counseling is done with about half that number due to indisposition on the part of some of the students. Counseling is made voluntary on their part, never required.

The main work of the Guidance Committee is planning the year's vocational guidance program. The first step involving this program is a special assembly early in the school year devoted to the idea of selling the students on a vocational guidance program.

The speaker at the special guidance assembly this year was J. Gustav White, one of the most experienced vocational counselors in the country. Speakers in previous years have included Superintendent Ray Cullen of La Verne, vocational counselor of note, and Dr. Margaret Sullivan, chief psychologist, Department of Research, Los Angeles County Schools.

On the afternoon of November 29, 1939, Citrus staged its first Vocational Conference. Students, faculty, and visitors agreed that it was successful in achieving its aims; namely,

"To stimulate the interest of our students along vocational lines rather than attempt the impossible task of teaching all about occupations or helping them come to a definite vocational decision in a short time; to introduce college students and high school juniors and seniors to the problems connected with choosing a vocation; to give them information about certain vocational fields and occupations."

Experts in the following 13 fields conferred with groups of students: aeronautics, agriculture and animal husbandry, coaching and professional athletics, commercial arts and fine arts, cosmetology, engineering, forestry, nursing, medicine and public health service, merchandising and salesmanship, secretarial service, skilled trades and teaching. Attendance ranged from 12 in the section on medicine to 63 in the section on aeronautics.

The enthusiasm generated among the students by the special guidance assemblies and by the Vocational Conference Day has carried the program of vocational counseling to an extent impossible of achievement without some stimuli. Students have to be "sold" on any good idea that involves effort; and going to a counselor to discuss problems involves effort that has to be overcome either by dire need, which many stu-

dents do not experience until they are out of school, or with enthusiasm. The assembly-conference organization provides the latter stimulus.

Selling the guidance program has not been confined to the campus alone. The director of guidance has been the speaker at eleven meetings of service clubs and organizations in eight communities which contribute students to our institution, explaining the philosophy of guidance and its application at Citrus. Several of the organizations (Azusa Rotary Club and Glendora Kiwanis Club) have contributed tangible support to the program through financial contribution and service by its members. A series of joint meetings of the Glendora Kiwanis Guidance Committee and the Citrus Guidance Committee were held with the idea of promoting cooperation between the leading citizens of the community and the school in building a better vocational training and job placement program.

**I**NCREASED community interest and renewed faith in the school program has been the result. Best of all, a more wholesome attitude of students has been evidenced on the campus, teachers have noticed a definite decline in discipline problems, and students have applied themselves more diligently to their studies, because, through a definite plan of guidance, the school program has been made functional in the eyes of the ultimate consumers—the students.

\* \* \*

*Improvement of Basic Reading Abilities*, by Donald D. Durrell, professor of education and director of educational clinic, Boston University, a manual of 415 pages, describes methods and instructional devices. It is a volume of practical recipes and helps the teacher by supplying a wide range of suggestions. Published by World Book Company, which also issues *Reading Capacity, Achievement and Difficult Texts* by Dr. Durrell.

\* \* \*

### Philosophy

**T**HE following anecdote, good medicine in these vexatious times, was brought to our attention through the courtesy of the manager of the Pacific Coast branch of a publishing house. The story comes from Virginia, but it may help many California school people. An elderly Negro woman was asked what she did to hold her age so well. Her reply was:

"Wall, Suh, when ah works, ah works hard.

When ah sits, ah sits loose.

When ah worries, ah goes to sleep."



# SOUTHERN TEACHERS CLUBS

## THE STATUS OF LOCAL TEACHER ORGANIZATIONS IN SOUTHERN CALIFORNIA

*R. C. Gillingham, Chairman, Social Science Department, Compton Junior College;  
Chairman CTA Southern Section Committee on Professional Organization  
and Affiliation*

**T**HE following report is the result of a helpful survey made by the Committee on Professional Organization and Affiliation of California Teachers Association, Southern Section, during spring and summer of 1940. This Committee was set up by the Executive Committee of the CTA Southern Section to obtain pertinent information on the nature and extent of local teacher organizations in the Southern California area which might be of value in encouraging the expansion and efficient functioning of all such groups, in addition to developing a co-ordinated policy on current educational issues. Inasmuch as no single agency could provide a comprehensive master-list of local teacher organizations, this became the first task of the Committee, with data secured from a variety of sources.

### Pedagogical Geography

In compiling the facts on teacher organizations in the Southern Section, it was deemed advisable to include certain data on the extent of school districts, differing types of schools, and teaching personnel, for purposes of comparison with the nature and extent of local teacher organizations. These facts are shown in the accompanying tabulation.

The figures represent data available for the school year 1939-40; with a careful attempt made to avoid duplications in numbers of districts, schools, and teaching personnel. In addition to the summaries presented, attention is directed to a few principal facts which may serve as a background against which to judge the present character and extent of local teacher organizations in the Southern Section:

First, the Southern Section includes approximately 35% of the State, or an area almost as large as all of the New England States combined.

Second, every type of school district and school — single, union, unified, or joint-union — large or small — urban or rural — is represented. There are 162 one-teacher elementary schools in the 9 counties involved; and there are almost 400 schools

which have less than 5 teachers each, or about 30% of all elementary schools in the Southern Section. At the same time, some of the largest high schools and junior colleges in the United States are included.

Third, of some 42,000 certificated administrators and classroom teachers in California as of the school year 1939-40, more than 24,000, or 57%, are employed in the 574 school districts located in the Southern Section. Approximately 2000, or a little over 8%, are administrators, and the remainder are classroom teachers.

Fourth, there is a wide variation in the density of teacher personnel in different areas. There are but 65 teachers in all of Inyo County, while there are more than 12,000 teachers employed in the 387 schools comprising the Los Angeles City District. Similar wide variations are noted in the geographical concentration of teachers in other areas, especially in Riverside, San Bernardino, and San Diego Counties. In these latter instances, there is a heavy concentration in or immediately adjacent to the county seat, and a very sparse distribution throughout the remaining portions of the counties involved.

It may thus be readily observed that any program looking toward the expansion and affiliation of local teacher organizations in

the Southern Section must take these factors of geographical distribution into account.

On investigating the status of local teacher organizations themselves, it was discovered that some difference of opinion exists as to just what constitutes a "local" organization. Some groups are entirely independent in personnel and interests, some are affiliated with other associations within the same district or nearby area, some are city, district, or county organizations, and still others are branches or chapters of state or national professional bodies.

### Nature and Extent

In this study, a local teacher organization has been defined as one whose membership is drawn entirely from within the local district, plus a few groups which cover an entire county; and whose activities are primarily concerned with matters of direct interest to the local group.

On the above bases, there at least 130 distinctly local teacher groups now in existence throughout the Southern Section. In addition, there are at least 51 other professional organizations which are properly classified from the standpoint of membership and interests as state, regional, or national in scope. Exact titles of all these organizations, along with the name and address of one principal officer as of the school year 1939-40 are given in the list which is available in mimeographed form.

Analysis of supplementary data affecting the nature and extent of the 130 local organizations brought to light other facts which may be of general interest. As far as could be ascertained from the information provided, 43 of these groups are com-

**Distribution of Schools, Teachers, and Professional Organizations in the Nine Southern Counties of California, 1939-1940**

	Imperial	Inyo	Los Angeles	Orange	Riverside	San Bernardino	San Diego	Santa Barbara	Ventura	Totals
Elementary Districts.....	40	17	113	43	43	53	30	37	39	475
High School Districts.....	6	4	25	12	11	8	12	5	6	89
Junior College Districts.....	0	0	5	2	1	2	0	0	0	10
<b>Totals: All Districts.....</b>	<b>46</b>	<b>21</b>	<b>143</b>	<b>57</b>	<b>60</b>	<b>63</b>	<b>92</b>	<b>42</b>	<b>45</b>	<b>574</b>
Elementary Schools.....	56	17	603	92	75	110	117	58	61	1189
Junior High Schools.....	0	0	60	2	5	8	11	2	3	91
Senior High Schools.....	7	4	73	12	10	14	14	5	8	147
Junior Colleges.....	2	0	9	2	1	1	0	1	1	17
Evening and Special.....	3	3	61	9	10	0	15	7	9	126
<b>Totals: All Schools.....</b>	<b>68</b>	<b>24</b>	<b>806</b>	<b>117</b>	<b>101</b>	<b>142</b>	<b>157</b>	<b>73</b>	<b>82</b>	<b>1570</b>
<b>Totals: All Teachers.....</b>	<b>537</b>	<b>65</b>	<b>18942</b>	<b>1348</b>	<b>906</b>	<b>1294</b>	<b>795</b>	<b>621</b>	<b>616</b>	<b>24224</b>
Local Professional Organizations.....	5	0	66	20	3	6	15	3	7	130
<b>Average Teachers Per Organization</b>	<b>107</b>		<b>272</b>	<b>67</b>	<b>302</b>	<b>216</b>	<b>53</b>	<b>78</b>	<b>88</b>	<b>186</b>

Sources: Records in CTA Office; reports of individual committee members; School Directories of each county and of the larger cities; California School Directory; reports of the State Superintendent of Public Instruction.

posed entirely of elementary teachers; 26 are for secondary teachers only; and 61 are of mixed or general type, drawing their membership from all grade levels from the kindergarten through the junior college.

Nineteen organizations include administrators only, while some 31 restrict their membership to classroom teachers. There are also indications that at least 20 other groups limit the participation of administrators, particularly in the matter of holding office.

As to the location of local teacher organizations, by far the greater number are found in the urban areas. There are 66 in Los Angeles County alone, 23 of those being listed inside the Los Angeles City School District. At the same time, there is some evidence that membership in local groups within the Los Angeles City District is concentrated among the personnel of schools located principally in the heart of the Los Angeles Metropolitan Area; with less active participation by teachers from the schools in the Harbor District and in the San Fernando Valley.

It should also be noted that of the 44 incorporated cities in Los Angeles County, 20 have no local teacher organization located directly within their corporate limits. Furthermore, very few purely local groups are to be found in the comparatively well-populated districts in the southeastern portion of Los Angeles County, and there are none at all in the Antelope Valley.

### Range Is Spotty

As far as is known, there is no local organization of any kind among the teachers of Inyo County. Other than general county organizations, the lack of active organization is also noticeable among teachers in the outlying areas of Riverside, San Bernardino, and Santa Barbara Counties. Orange, San Diego, and Ventura Counties appear to have the best balance in numbers and distribution of local teacher organizations in proportion to total teaching personnel. In passing, it may be remarked that Orange County seems to be the only one of the nine counties which has established some liaison among its several local groups by means of meetings held just prior to each regular session of the Southern Council.

Exact figures as to the total membership in local teacher organizations were not available at the time of compiling this report, but it is estimated from the information on hand that the great majority of the 24,000 teachers and administrators are listed as members in one or more local groups. However, there are also indications that a considerable proportion make no personal contribution to these organizations by way of personal activity or financial support. Incidentally, about 75% only of the teachers in the Southern Section are members of California Teachers Association; and but

33 of the 130 local organizations are affiliated with National Education Association.

In conclusion, while the essential purpose of this survey was to ascertain the facts as to the nature and extent of local teacher organizations in the Southern Section, the Committee ventures to make a few general observations.

### General Conclusions

On the basis of the information obtained, it is obvious that the time has now arrived when steps should be taken to bring about improved co-ordination of all local teacher groups. New clubs should be organized in certain strategic areas where they do not now exist. There is a corresponding need for more efficient affiliation among those already organized. There are evidences of "overlapping" and "underlapping" in the activities of organizations whose membership is drawn from the same district. Increased liaison should be established through local teacher groups between city and county schools, between elementary and secondary teachers, between differing subject-matter groups, and even between younger and older teachers and administrators within the same district.

There is a wide disparity in the actual functions of local teacher organizations; some apparently existing primarily for purposes of raising salaries or for purely social reasons; others giving evidence of carrying on an extensive program of broad professional character. In this connection, it is also quite apparent in too many instances that the short-sighted attitude on the part of both teachers and administrators has definitely handicapped the activities of the local organization.

Similarly, efforts should be made to secure increased contacts between local organizations in different areas, through such means as "inter-club" meetings, exchange of bulletins, periodic training conferences such as those held at Forest Home the past two years, and increased co-operation on the part of CTA Council Representatives. Here also the Southern Section Office can serve as an enlarged clearing-house for information beyond the extent of service now available.

It is the earnest hope of the Committee on Professional Organization and Affiliation that the data presented herewith may be of value in bringing about an improved type of local teacher organization in the Southern Section, and that continued efforts may be carried on to develop genuine co-operation on the part of all such groups in furthering the cause of public education.

H. A. Berlin, Vice-Principal, Oxnard Union High School, Oxnard.

Fred W. Bewley, Principal, Lydia D. Killefer Elementary School, Orange.

J. Russell Bruff, Instructor, Santa Ana Junior College, Santa Ana.

Edward H. Carender, Superintendent, Lakeside Schools, San Diego County.

Frederik Frederiksen, Teacher, Bell High School, Bell.

Irving M. Garrison, Emerson School, Wilmar.

Mrs. Bernice B. King, Teacher, Barbara Webster Elementary School, Santa Paula.

Adeline B. Newcomb, Teacher, Alexander Hamilton High School, Los Angeles.

Harold J. Reed, Teacher, Pomona High School and Junior College, Pomona.

Cora A. Thompson, Principal, Tustin Primary School, Tustin.

Robert C. Gillingham (Chairman), Social Science, Compton Junior College, Compton.

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### Redlands Poetry Award

Winners of the 1941 Browning poetry award will be announced April 20 in connection with University of Redlands 10th annual Writers Week. First prize of \$100 is open to any resident of California who has not hitherto won it. The second prize of \$50 is restricted to California high school students, and the third prize of \$25 to students in California junior high schools.

Contestants are limited to one unpublished poem but there are no restrictions as to length, form or theme. Contributions should be submitted anonymously, with the name, address, school, and school grade of the author in a sealed envelope enclosed, and should reach Dr. Lawrence E. Nelson, University of Redlands, Redlands, California, not later than March 1, 1941.

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Ann Y. Satterthwaite is executive secretary, Pan-Pacific Union, Honolulu, an educational, non-profit organization founded several decades ago by Alexander Hume Ford for the advancement of mutual understanding among peoples of the Pacific area. The Union publishes a quarterly, Pan-Pacific. A recent issue is devoted to Shanghai. Subscription \$3.

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California Association of Future Farmers of America publishes monthly during the school year *The California Future Farmer*, now in its 10th volume. This important state organization of students of high school vocational agriculture has as president, 1940-41, Joseph Giacomini of Fortuna, Humboldt County; George P. Couper, California Polytechnic School, San Luis Obispo, is editor of the monthly.

## COINS AND HISTORY

MINT-O-PLAKS AND MINT-O-SEALS ARE NOW AVAILABLE TO ALL SCHOOLS AND CHILDREN

*Weston Settlemyer, Executive Secretary, Historical Coinings Society, San Francisco*

In an article entitled *Coins and History*, in the March, 1940, issue of this magazine, Mrs. Nadine Hammond, president of our society, explained the endeavor of Historical Coinings Society to make the collecting of coins a more widely-spread hobby, and an accepted visual teaching-aid. She gave a beautiful and adequate description of the replicas and metal-foil facsimiles and their uses. At that time she had not the knowledge of anyone willing or able to bear the expense of sponsoring them for the public.

**W**E can now inform California school-people that a suitable sponsor has been found. Many California schools can plan for the possession of one of these trays of 13 historical coin replicas, called Mint-o-Seals, with a clear and interesting story of each coin. Local contractors for the distribution of Mint-o-Seals will realize that teachers, students and members of parent-teacher associations are already aware of the many attractive features of the plan.

History teachers can easily whet the appetites of their pupils for these morsels of interesting history. Art teachers too, find here an entirely new source for poster themes and other art projects. Proper support of the plan can result in the local contractor continuing his distribution of the whole series of 180 coins after the initial set of 13 has been obtained.

The coins represented in duplicate by Mint-o-Plaks and Mint-o-Seals cover many nations and ages, from the 8th century before Christ to the 19th A.D. The 13 coins

in the initial album and display-set are keys to the whole 180 and are listed thus:

1. From among the beautifully-sculptured Greek coins, is one from Athens about 450 B.C.
2. A Macedonian from the reign of Alexander the Great, 330 B.C.
3. Julius Caesar's, 100-44 B.C.
4. Cleopatra with Marc Antony, 51-30 B.C.
5. From the time of Jesus is the "Widow's Mite" as mentioned in the Bible.
6. The Tribute Penny of Tiberius, 14-37 A.D., mentioned in the Bible.
7. From China, Han Dynasty, 207 B.C. to 220 A.D., is the unique "sword coin."
8. From the Byzantine group, an interesting coin of Justinian the Great, 527-565 A.D.
9. From the Crusades and medieval times, is Richard the Lion-Hearted, 1157-1199.
10. A latter-age European of the Medici family, Pope Clement VII. From the same group is
11. William the Silent, savior of Holland.
12. Pine-tree Shilling of Massachusetts Bay Colony, 1652 A.D.
13. 1769-1821, Napoleon Bonaparte, commemorated on a 5-franc piece.

This group rounds out the initial set for distributor and collectors. Teachers are urged to reread the full description of Mint-o-Plaks and Mint-o-Seals by Mrs. Hammond in the March issue; for further information address the author at 3663 Clay Street, San Francisco.

## FACULTY MEETINGS

*Roberta Kraft,  
Escondido Union Elementary School,  
San Diego County*

**A**S a student, faculty meetings fascinated me. I was curious as to what went on behind closed doors of teacher gatherings. Would I ever have the chance to be important enough to belong in one of them? What a rare privilege it seemed for the teachers to be able to seclude themselves away from us in their professional gatherings.

During my first teaching year it was with a feeling of dignity and privilege that I went into my first faculty meetings. But the glamour of such a privilege soon fell completely away. In its place grew a strong distaste for such meetings. I found behind those closed doors only a bunch of tired people hashing over problems that seemed insoluble. There was nothing interesting or fascinating to me to sit for hours after a rushing day listening to everyone else's problems and difficulties which no one was solving.

I severely chastised myself for disliking so thoroughly my own professional meetings which were designed

for our benefit. Good judgment told me that I should be thankful for the privilege of these meetings. Our eyes could not be shut to teachers' problems. I should be interested in others' difficulties with a willingness to help them as well as myself.

But with all the mental chastisement I still found myself dreading every faculty meeting. No mind discipline could keep me from going home after every meeting feeling that teaching was nothing but a conglomeration of impossible problems. We as teachers had put up a big fight, it seemed, for teaching was a battle against students who tried to resist us in every way. One might have suspected that these opponents, the students, lay awake nights plotting schemes to down us, and we needed to outwit them.

Then, I started teaching in Escondido. A few surprises awaited. First: At the announcement of a faculty meeting, I heard no expressions of dread toward it from any fellow teachers. Second: During the so-called faculty meeting, no one discussed any problems!

I went home a bit cheerful for the first time from a faculty meeting. I could not help thinking, though, that the superintendent had made a slip by neglecting the usual discussion of teachers "always-with-us" problems. More faculty meetings were held—still no problems discussed.

We weren't having what I had known as faculty meetings. They reminded me more of some of my college classes, the superintendent taking the place of the professor. Those meetings were very interesting, indeed. But, was our superintendent blinding himself to our problems? We were getting cheated out of airing our difficulties. I couldn't conceive of a school, now, getting along at all without the regular hashing over of the usual problems.

Another surprise was that as our faculty meetings continued, I found myself going home from each one proud that I was in the teaching profession. I was doing something that



was benefiting society. I had powers to do even finer things than I had yet done. I felt enthusiastic to try out original ideas. Teaching was a marvelous profession. To teach was to find scores of new friends among those with whom we worked. Our children needed to be lead. We had the ability to lead them. We had power to change lives, to lift society, to make a more purposeful and satisfactory world.

At the first of the year, our superintendent encourages all teachers to choose some favorite topic for research, experimentation, and general professional study. The results of many of these studies done by various teachers are brought to us in reports at our faculty meetings. Some are written up in bulletins and distributed. No one is ever embarrassed by being compelled to give any such reports. We are made to feel that it does not affect our professional standing with our superintendent if we feel unequal to the task.

After classes are over on a faculty meeting date, teachers file in to the appointed meeting-place. They are served tea and cookies or dainty sandwiches at a nicely decorated table. A cheerful, sociable atmosphere is immediately formed. This is then followed by a truly inspirational and professional meeting. It usually consists of reports given by various teachers within our school.

At this time I am proud to belong to a school which has teachers who can produce the things that our teachers have done in some of our faculty meetings. Their studies have been thorough and inspiring. Many of the teachers use children for demonstrations. I have not seen any better demonstrations in any university demonstration school. Such faculty meetings have proved refreshing and stimulating after a busy school day.

**W**HAT of our problems? Many disappear shamefaced behind exultant enthusiasm for attaining ideals. The clearer goals blot out most of them. Still there are some left, of course, and we face them. But general faculty

## NATIONAL DEFENSE

**A**MONG the numerous resolutions adopted at recent annual meeting of Association of California Public School Superintendents at Coronado was the following:

WHEREAS, The public schools are the most important agency in the perpetuation of the American democratic way of life; therefore

BE IT RESOLVED, That the public schools of California give every possible aid to the development of national defense, to the preparation of skilled craftsmen for increased production of essential materials and to the development of loyal intelligent citizenship, and

BE IT FURTHER RESOLVED, That the financial support of public education be maintained and extended to enable the schools to meet these increased responsibilities.

The Resolutions Committee comprised Willard S. Ford, J. E. Hurley, Emmett R. Berry, Will E. Wiley, Edwin Kent, Leroy Nichols, Ada York Allen and Roy E. Simpson, chairman.

meetings are never used for that purpose. As a result, I for one am a much happier teacher having a desire to do all possible for self-improvement that those with whom I work may benefit. Faculty meetings have proved themselves at last to be the privilege of a dignified profession. In that once forbidden space behind closed doors, I have found even more fascinating things than I had dreamed as a student.

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### Childhood Education

#### Synopsis of Southern Section Meetings

**C**ALIFORNIA Association for Childhood Education, Southern Section, is having an unusually interesting year. The fall meetings have been well attended, with interesting programs and enthusiastic audiences. Programs for the remainder of the school year are:

December 14—Annual Christmas Luncheon, Biltmore Hotel, Los Angeles, 12 noon; speaker, Pauline Alderman, professor of harmony, USC; topic, Traditional Music of the Christmas Season, illustrated with Choral Group; reservations by December 10 to Sue Jones, 8971 Lloyd Place, Los Angeles. Price, \$1.50.

February 1—San Diego.

March 1—Santa Monica; luncheon at Del Mar Beach Club, 12 noon; speaker, May Knight Sidell, supervisor of music, Santa Monica Schools; topic, Music Demonstration; reservations, Virginia Beatty, Madison School, Santa Monica. 85 cents.

May—To be announced later.

June 7—UCLA, Los Angeles, Annual Homecoming Luncheon; speaker, Dr. Robert Gordon Sproul, president, University of California.

### Teaching Conservation

**E**FFIE G. Bathurst, senior specialist in curricular problems, is author of *Teaching Conservation in Elementary Schools*, Bulletin 1938, no. 14, U. S. Office of Education. This attractively printed and illustrated manual of 125 pages is for sale by Superintendent of Documents, Washington, D. C., price 20 cents.

Its purpose is to aid teachers in the selection, adaptation, and organization of materials for the teaching of conservation. The bulletin is one of several publications by United States Office of Education in the field of curriculum materials for conservation education. Others deal with the present status of conservation education and with curriculum content in the field of conservation. They include annotated sources of information in the way of books, bulletins, and auditory, visual, and other supplementary aids.

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### The Human Element

**T**HE Human Element in Literature, by Daniel Edward Phillips, interprets the great literary masterpieces in the light of modern psychological discoveries. Professor Phillips was formerly head, department of psychology and education, University of Denver. Published by Fortuny's (67 West 44th Street, New York City), the book comprises 230 pages and 19 chapters; price \$2.50.

Dr. Phillips makes clear the conditions which determine the mood, philosophy, and environment of the author and his characters. By showing that, according to the laws of psychology, one and only one outcome is possible under these conditions, he proves his thesis that "every great piece of literature must be true in the sense that given certain conditions the outcome is inevitable."

## SCIENCE AND STAMPS

*Dorothy F. Osburn, Science Teacher, Westlake Junior High School, Oakland*

**I** WONDER how many other teachers get so busy trying to open up new fields of interest for their pupils that they neglect to discover new ones for themselves?

I have had such a worth while experience in that regard that I would like to pass it on. Somehow, I had never seen any particular connection between the teaching of science and the hobby of stamp collecting until, in rather idly looking over an amateur stamp collection, I noticed such stamps as those honoring Benjamin Franklin, Louis Pasteur, and Alessandro Volta. Suddenly I began to wonder how many other scientists had been honored by stamps. That started the hobby of philately for me.

I have begun collecting stamps in several scientific fields, classifying them under the following headings: 1. The World of Animals; 2. The World of Plants; 3. Plants that Feed the World; 4. Races and Peoples; 5. Scenic Wonders; 6. Scientists and Scientific Achievements; 7. Types of Transportation and 8. The World's Work.

### Loose-leaf Mountings

In order to make my stamps available for classroom use, either individually or as a subject-unit, I mount my stamps on loose-leaf botany binder-paper, using "Wonder" mounting strips top and bottom to hold each stamp in place. Naturally, they are segregated by subject on each page. Each individual stamp is labeled with its specific subject and the country which issued it. A stamp can be slipped out of its space for special display or the whole page can be posted on the bulletin board.

The variety of science subjects displayed on stamps seems almost unlimited, if one has the patience to look for them. For example, I have stamps portraying 80 different animals, representing 47 different countries, and that

is, of course, a mere beginning. From my point of view, it is the subject the stamp represents that matters, not its money value.

Interested in stimulating students who were already stamp fans to exhibit their stamps which were related to science, a H9 science class and I recently sponsored a contest at Westlake Junior High School. We had 16 student exhibitors, with a joint display of over a thousand stamps. Naturally, there were duplicates among the stamps exhibited, but the variety was astonishing. Much originality was shown in methods of display and both boys and girls entered the contest.

### Exhibit's Many Uses

Once the exhibit was assembled on the bulletin-boards in our science room, we planned various uses for it. Each day students of a different half grade, such as L7's, were invited to visit the display after school. Members of the sponsoring class took turns acting as hosts and hostesses to guard and explain the exhibit. The most frequent comment made by both faculty and student visitors was "I had no idea that there were so many stamps that had to do with science."

In each science class we made use of the display in preparing written reports. In the H7th grades, for examples, where we had been studying about plants and animals each student chose some one stamp depicting either a plant or animal. I then reserved the school library for the use of the class during their science period. Each student then found out all he could about the subject portrayed on his stamp, the reason why it was honored by a stamp, and something about the stamp's original and present value, the date of issue, any particular item of interest about its issuance, and about the country which issued it. In the H9 class, where we had been studying science in relation to industry, products, and scientific progress, students selected stamps of that type for their "stamp report." Students who originally had not been interested enough to display their stamps now asked permission to use some stamp of their own for a report.

I wonder how many science teachers know that there are stamps portraying almost any animal they might name? Take these for illustration: codfish (Newfoundland); bison (United States); caribou (Newfoundland); anteater (French Guiana); horse (Australia, Austria, Italy, Madagascar); elephant (Belgian Congo, Gambia); giraffe (Mozambique Company); hippopotamus (Liberia); cattle (Cameroon); koala (Australia); kangaroo (Australia); kiwi (New Zealand); lion (New Zealand); camels (Eritrea, Nyassa); tiger (Cameroon); sheep (Australia); tapir (North Borneo); rhinoceros (Mozambique Company); vicuña (Bolivia)—even the carrier pigeon (Czechoslovakia) and the swan (Australia and Denmark).

Or did you know that the invention of the printing press, the electric light and even the motor for a refrigeration unit and the beginning of the saltpeter trade are all commemorated on stamps?

Among the industries and occupations depicted are pottery making, weaving, plowing, sowing, reaping, gleaning, blacksmithing, sugar making, fishing, bridge and road building, cattle-raising, lumbering, irrigation, and even tea-picking!

Plants that feed and clothe the world's peoples come in for their share of honor. Everything from bananas (Costa Rica), cacao (Ecuador), date palms (French Guinea), coconuts (Togo), coffee (Columbia) to rice (China), maize (Mozambique Company), and cotton (Mozambique Company) are included in this group.

Sound bodies and good health as necessities in the world of sports are portrayed in every conceivable activity from sand lot baseball to boxing and soccer.

**S**O far as I can see the field is practically unlimited and the average science class can assemble, by mutual effort, a wide and infinitely interesting and thought-provoking collection of stamps. With the present world-wide territorial shifts and the "erasing" of many small nations by a few large ones, many stamps now in existence will no longer be issued and who knows what stories even an amateur science stamp collection may soon tell?

Anyhow, I discovered a fascinating new hobby!

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*Retailing Principles and Practices* is a big workbook of 244 pages by Richert and Kauffman, issued by Gregg Publishing Company, 270 Madison Avenue, New York City, price 80 cents. Well organized, it comprehensively covers retailing problems, projects and exercises including necessary blank forms. It can be used with any independent text in retailing or retail selling and also where the subject is taught by the reference-library method.

# HOME ECONOMICS

## CALIFORNIA HOME ECONOMICS ASSOCIATION

*Maud D. Evans, Whittier College; President, California Home Economics Association*

**C**ALIFORNIA Home Economics Association was organized 20 years ago by a small group of home economics teachers interested in "improving the conditions in the home, the institution, the household and the community."

Early after organizing, the group realized that if home economists were to be able to attend many of the meetings the State would have to be divided into sections, since the traveling time and the cost involved in attending meetings were beyond the possibilities of most teachers.

One section after another was organized, until now there are six sections, namely: Bay, Central, Northern, North Central, San Diego and Southern. Each section has its own officers and division chairmen. Each section holds as many meetings during the year as it sees fit.

In the sections having large memberships, the interests necessarily are diversified. Therefore, in order to help individual members many meetings must be planned.

Memberships these days include not only home economics teachers and home economics supervisors but also home demonstration agents, farm security supervisors, home economists in business, homemakers, dietitians and college and high school students who belong to the student clubs.

### The State Council

It is the function of the State Association to coordinate the work carried on in the various sections of the state. To accomplish this purpose a State Council meeting is held once a year. Each section has one councilor for every 50 members or major fraction thereof, and each councilor is entitled to one vote in the council. The office of State President rotates in the sections and the council meeting is held in the section to which the State President belongs.

Last year, a group of home economists in

Orange County petitioned the State Council for the privilege of organizing its own association. This group wished to be a part of the State and National organizations and yet felt its members could not travel through two counties to the frequent meetings offered by the Southern Section. Since it did not have the required number of members in the American Home Economics Association to form a section, this petition was denied.

However, a sub-section of the Southern Section was organized and the geographical difficulty hurdled. Probably the organization of other sub-section will follow until all the home economists in California are a part of this great movement. Riverside County hopes to organize a sub-section sometime in November.

### Student Clubs Organized

One of the most important features developed by the association has been the organization of student clubs. These are sponsored by the various sections. Last year 500 college and high school students in one section alone participated in one of these club meetings. State clubs send representatives to the annual meeting of American Home Economics Association. Their meetings are inspirational and of far reaching value to the delegates privileged to attend.

The special theme of the California Home Economics Association last year was "Health." This year the association has two themes: "Constructive Defense" and "Housing." At the national convention of American Home Economics Association, held last June in Cleveland, Ohio, a very definite program was instituted for the enlistment of all home economists in the cause of constructive defense.

To the accomplishment of this end, registration cards are being sent to the various states from the national office in Washington, D. C., and each home economist is being asked to fill out a card designating the particular fields of work in which she is prepared to make her greatest contribution.

The problem of housing is to be considered from two angles; the study of urban housing problems, and the housing of home economics departments in schools and colleges.

Of course, the Home Economics Asso-

ciation knows that the problem of health is never a finished one. It will therefore continue to be alert to the needs of the problems along these lines, as well as all others which contribute to the development of standards for individual and family life.

A news-letter, published once or twice a year and mailed to each member, records the activities of home economists throughout the state and discusses educational trends. In a variety of ways it serves to unite all sections toward a common goal—the preservation and improvement of the American Home.

The presidents of the various sections for 1940-41 are as follows:

Bay Section—Lillian Johnson, Oakland.

Central Section—Olive Marie Daniels, Exeter.

North Central Section—Luella C. Fish, Chico.

Northern Section—Saidee Stark, Sacramento.

San Diego Section, Cornelia Wright, San Diego.

Southern Section, Emma Ueland, Glendale.

The State officers for this year are:

President—Maud D. Evans, Whittier College, Whittier.

President-Elect—Dr. Saidee Stark, Sacramento Junior College.

Secretary-Treasurer—Olga Grizzle, Long Beach.

There are many State Chairmanships, but the list is too long to be included in this article. These chairmanships are filled by counsellors in order that all sections may participate in the Association program of work.

California Home Economics Association trusts that it is making a vital contribution to better health, more abundant life, wiser expenditure of money and a more satisfactory way of living, through its service to the many communities of the state.

\* \* \*

### Hail the Flag

C. E. Hudspeth, principal, Washington School, Oakland, and Herman Trutner, Jr., supervisor of bands and orchestras, Oakland City Schools, have composed words and music of a beautiful song, *Hail The Flag! The Flag of the United States. The Flag of Happiness.*

Published in an attractive 8-page brochure, it has music for medium voice, low voice, mixed quartette, and male quartette; also a patriotic program and a Tribute from the Flag.

Address Patriotic Song Publishing Company, 759-59th Street, Oakland; price 25 cents. Many California schoolpeople will wish to avail themselves of this timely, patriotic material.



## BROADENING HORIZONS

### BROADENING INTELLECTUAL HORIZONS IN THE SECONDARY SCHOOL

*Edward Fuhrman, Teaching Assistant, University of California at Los Angeles;  
Member, California Student-Teacher Association*

**T**HE major objective of the secondary school is to prepare students to take an active and productive part in the activities of the world. This objective is especially valid under a democratic form of government in which the individual is so important.

It is true that the theory and practice of democracy are often at variance. The mass of people are often influenced by intellectual or political leaders to such an extent that in reality they do not form national opinions based on study. The desirability of just such a system was advocated early in world history by Plato in his "Republic"; and was, to a certain extent, incorporated into our constitution by the check and balance system, the indirect election of President and Senators, and suffrage based on property holdings.

"Rule by the rich and wise" was one of the major slogans of Alexander Hamilton and John Marshall. Although the course of American history has changed this system to one under which suffrage is based on age rather than race, sex or property, the system will continue to maintain its aristocratic practice as long as public opinion may be easily swayed by propaganda.

#### The Only Solution

It has been said, and rightly so, that the only solution to this problem of democracy is education. But how is education to do this? In the modern world of machinery most people have little time to carefully study all of the important problems facing society. The school has attempted to meet this problem by helping the student to become acquainted with various activities of the world about him so that he may have a good background for the formation of his opinions. Industrial arts and social studies courses are designed for this very purpose, and science courses are designed to help

the student understand and work with the phenomena which closely affect his life.

It is an unfortunate truth, however, that much of what is learned in the school is soon forgotten once the student takes his place as an adult member of society. The main contribution of the school, therefore, should be to create a lasting interest in the broader problems of life and to help the student form the habit of reading in various fields and to differentiate between propaganda and truth, fact and fiction.

#### Too Much Subject-Matter

Despite the great progress in educational technics in recent years, many schools still seem to place too much emphasis on subject-matter at the expense of adaptations toward continued research and study, and, above all, interest in the various problems which face the citizen, the churchgoer, and the father and mother.

Courses in many modern schools are often directed toward this end, but all too often the material is gained from one or more textbooks, and student activity is in the form of written reports, notebooks and oral reports. Written reports or term papers have the disadvantage that instead of aiding in attaining a knowledge of the subject as a whole, they are directed at an understanding of only a small part of the broader field. Although they have the advantage of developing research technics, which are indeed quite important, they do not develop technic and interest in general reading; and general reading throughout life is one of the best ways of forming intelligent opinions.

The system of book-reviews, in place of the term paper or written report, seems to come closer to the attainment of our goal, that is, preparing the student for an active part in the affairs of his government, his com-

munity, his church and his home. An experiment on just this question was recently conducted in a university class of 96 students. In place of the usual term paper, the students were required to read at least four books on the three general phases of the course and write book-reviews on each. These reviews consisted of a summary of the author's life, an abstract of the book, and a criticism of the books as a whole, with emphasis on style, scope, and the authenticity of the arguments and statements made.

At the end of the course, and after the grades had been recorded, the students were asked to write a frank opinion regarding the value of the reviews as compared to the usual term paper. Ninety out of the 96 were firm in the conviction that the book-reviews were by far the most beneficial. The main reasons given were that unless practically forced to do so they would not have read outside books in the field, and that reading these books gave them a far better background than the term papers would have done. In addition, the necessity of comparing authors and criticizing their work led to a greater ability and interest in picking out flaws in arguments, propaganda and non-valid statements.

Four of the students believed that the term paper would be better than the book-review merely because the former would take less time and energy. Only two of the 96 students preferred the term paper on grounds of actual benefit.

**S**UCH advantages seem to hold for all levels of the secondary school as well as the university. It has been effectively demonstrated that children in the 5th and 6th grades can write good book reviews if they do so on the basis of propulsion rather than compulsion. It is natural that students on the lower level would not be able to criticize books as well as the college students, but the point-of-view that such criticism is possible, that books and authors may be compared, that there are differences of opinion on almost every important question is an important one.

The book-review may be used to great advantage in every field of study. Industrial arts, science, social studies, languages should all profit by a broader viewpoint of the student. Book-reviews enable the student to attain a broader intellectual horizon than the average teaching procedure would provide; and a broader intellectual horizon is just the thing that democracy needs to be a success.

The ability to recognize propaganda, to criticize authors, to criticize arguments, and an attitude of continued education through leisure-time reading should be one of the major objectives of education. The book-review, if properly used, aids in achieving that end.

## WOODWORK

*Woodwork in a One-room  
Rural School*

*Ida V. Dewhirst, Teacher, Carmelo  
School, Monterey*

**R**ECENTLY in my one-room rural school, I felt a definite need for some creative activity in which all 12 children, ranging in ages from 6 to 13, could participate together and learn more fully the joys of cooperation and creative usefulness.

Woodwork of a simple nature proved to be our answer. With an ordinary saw, hammer, nails, sandpaper, paint and brushes belonging to the school as our equipment, we were able to construct many useful and attractive articles.

To construct armchairs, the children brought orange and lemon boxes from home, and after standing them on end, removed the top-end. Then, using the strong center division as a seat, each one measured the natural place for his arm, and sawed the sides to this level.

Arm-rests and braces for the sides and back were made from the removed top-end. One ingenious lad added a book-shelf below the seat of his chair.

After carefully smoothing rough edges with sandpaper, two coats of paint were applied to the chairs. Each youngster made cushions of bright-colored prints and placed them on the seats. The children and their parents were justly proud of the finished articles.

Letter-holders, made with a flat board as the bottom, a piece about an inch high nailed upright to the middle, and a higher piece curved to represent a mountain at the back, were also constructed. We made hand-carved sail-boats and glued them at an angle in front of the low one-inch board, after the flat piece had been painted blue to represent the sea. The two upright boards were painted white to represent snow-covered land, and we then had our "mail boat" leaving letters on shore.

During the term we also made

corner-shelves, bird-houses of various kinds, a large school easel for easel-painting, and other things. One boy drilled holes in a thick flat board to hold a bottle of ink, pen and pencil and had a very attractive desk-set.

The children became so enthusiastic about this work that they asked permission to work at noon and before school. They learned many valuable lessons in cooperation and helping others. We exhibited these articles at the Monterey County Fair and received many compliments on them.

The entire community has taken an interest in our work. We have been promised modern equipment and a workshop so that we can carry on more of this work.

\* \* \*

## PEDAGOGUE

*The Pedagogue's Pointer*

*Fred Rohrs, Teacher, Ontario Junior High  
School and Editor, The Pedagogue's  
Pointer*

**P**ROBABLY there are many California schools and school districts that have overlooked the possibilities for faculty unity and esprit de corps offered by the publication of a teacher's bulletin or newspaper—a paper containing news and humor concerning all schools within the district.

Such a paper, *The Pedagogue's Pointer*, under sponsorship of Ontario Elementary Teachers Club, has been established for schools and teachers of Ontario Elementary School District.

Too often the feeling of unity manifested by teachers of schools within the same district is not as well-defined as it might be. This unity and spirit may well be promoted by such a medium as the teachers newspaper. The paper should serve as a socializing force, a professional educative influence, and more than anything else—as an effective agent in promoting a friendly feeling of unity among the district's total education staff.

Questions of organization and policy will of course be answered in the light of needs and facilities of individual districts. The Ontario district includes 6 grade schools, and one junior high school. One reporter

from each faculty was chosen to represent each of the 7 schools.

Reporters submit copy under five general headings: news stories, humor, professional, features, and social. Social and humorous news are emphasized.

Policy of the administration toward the paper is reflected in the following excerpt from a letter written to the teachers by Superintendent Bruce Miller and published in the first issue:

"We in administrative offices are always willing and anxious to help in every way possible, but it is not our policy to interfere."

Members of the staff are eager to exchange papers and ideas with districts or schools that have either a teachers newspaper—or intentions of organizing one.

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# LET'S DRY SOME FRUITS

## A PRACTICAL PROJECT FOR PRIMARY GRADES

*Edith Downing, Teacher, Grades 1 and 2, Cutler School, Cutler, Tulare County*

### 1. Objectives

a. To familiarize the children with one scientific method of preserving fruits.

b. To teach them that in dried fruits the moisture has been evaporated and the fruits can be kept for long periods without being hermetically sealed.

c. To have the pupils appreciate and enjoy the riches which God has so bounteously supplied.

### 2. Approach

a. The fall harvest is on in full swing. The fruits are drying in the bright, warm sunshine. Every lunch-pail contains a luscious peach or a tempting bunch of grapes.

6. Our parents or farm friends are extra busy, now that it is harvest-time. There is hired help to be supervised. We must watch and guard closely the drying crops so as to command the best possible market prices.

c. "Let's dry some fruits at school," is the children's logical suggestion.

### 3. Activities

a. Discussions pertaining to fruits.

1. Produced from tree, bush, or vine.
2. Planting of seed or cutting.
3. Budding or grafting.
4. Pruning.
5. Spraying.
6. Soil conditions.
7. Fertilization.
8. Insect control.
9. Irrigation.
10. Cultivation.
11. Curing processes.
12. Marketing.

b. Drying of 5 available fruits following methods described by United States Department of Agriculture.

1. Construction of five wooden trays.
2. Collecting of choice, ripe peaches, figs, pears, apples, and grapes.
3. Careful and clean preparation of fruits for drying.
4. Sulphuring of apples, pears, peaches.
5. Fumigation of figs.
6. Stacking and covering of trays if adverse weather threatens.
7. Turning of grapes (raisins).
8. Caring for equipment used.
9. Watching drying processes carefully.
10. Packing box of dried fruit for needy children.

11. Grinding dried fruits, adding nut-meats and powdered sugar for wholesome candy.
12. Making raisin cookies in school.

### 4. Correlations

a. Reading.

1. Reading the experience charts bearing the children's own sentences and illustrations.
2. Reading nature stories.
3. Reading candy and cookie recipes.
4. Collecting and reading labels from canned goods.
5. Composing and copying letter sent to kind patron who furnished back-yard for our project, and later baked our cookies.

b. Language.

1. Telling each day's experience with the drying procedure.
2. Reporting chemical changes noted.
3. Expressing plans for disposal or storage of cured fruits.
4. Discussing phases of vine and tree culture.
5. Acquiring new vocabulary.

c. Music.

1. Learning songs about fruits, wind, and sun.

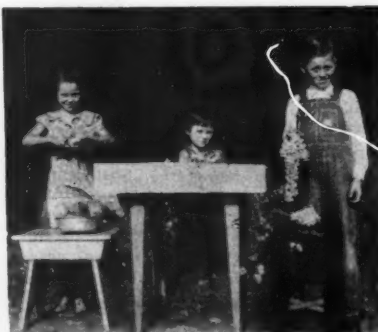
d. Arithmetic.

1. Measuring apple box lumber for trays.
2. Reading the thermometer.
3. Measuring height, length, width of tables on which trays were placed.
4. Measuring mosquito netting placed over fruit.
5. Dimensions of sulphur box.
6. Buying parcel post stamps.
7. Weighing fruit before and after drying.
8. Measuring recipe ingredients.

e. Health.

1. A desire to eat healthful foods rich in natural sugars and vitamins.
2. Willingness to eat dried fruits when fresh fruits are expensive or unobtainable.
3. The importance of handling foods with clean hands and equipment.

*Here we are at work on our fruit-drying project*



f. Art.

1. Making illustrations for experience charts.
2. Mounting in scrap-books colored pictures of fruit from magazines and fruit labels.
3. Constructing a cut-paper fruit basket with free-hand crayola drawings.
4. Making community "Eat Fruits" poster.
5. Drawing of groups at work making fruit candy.

### 5. Outcomes

a. Better understanding of sun-drying fruits.

b. Increased knowledge in procedure.

c. Desire to relate vital experiences.

d. Increased ability to utilize new vocabulary in conversation.

e. Appreciation of favorable weather conditions.

f. Improved writing skill.

g. Ability to work in committees.

1. Willingness to cooperate.
2. Eagerness to learn from others.
3. Accepting responsibilities.
4. Showing courtesy.
5. Sharing with others.

h. Pleasure in drawing pictures of classmates at work.

i. Desire to plant shade or fruit tree in his own back yard on Arbor Day.

j. Satisfaction of having done on a small scale what parents or friends are doing commercially.

k. Gratitude for God's gifts and goodness.

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United States Department of Agriculture, Washington, D. C.

The Story of Raisins

Sun Maid Raisin Growers, Fresno.

Methods of Sun-Drying Fruits

Circular 75, College of Agriculture, Berkeley.

Prunes Add Variety

California Prune Industry, 58 Sutter St., San Francisco.

Pacific Rural Press, June 6, 1936, San Francisco.

\* \* \*

The Pan American, Magazine of the Americas, is a new journal in Readers Digest style published by Famous Features Syndicate, 103 Park Avenue, New York City, 25 cents a copy, \$3 a year. Leslie Eichel is editor.



## Visual Aids

**DR. LILI HEIMERS**, Director, Visual Aids Service, New Jersey State Teachers College, Upper Montclair, has issued three extensive mimeographed bulletins on visual aids which would be of help to many school-people throughout California:

1. *Visual Aids lists exhibits, charts, graphs, maps and pictures available from various agencies and useful in high school and college teaching*; price 50 cents.

2. *Visual Aids for Pupil Adventure in the Realm of Geography describes materials useful on elementary, secondary and college levels*; price 50 cents.

3. *Visual Aids in the Realm of Chemistry*; price 25 cents.

Dr. Heimers and her associates are now preparing similar annotated guide lists in biology, mathematics and Latin-America.

\* \* \*

William C. Bagley, secretary of Society for the Advancement of Education, 525 West 120th Street, New York City, is also editor of *School and Society*, now owned by the Society. Annual dues are \$3.50. This includes a year's subscription to the magazine, which for non-members is \$5.

*School and Society* is the only educational news-magazine of nationwide circulation published every week throughout the calendar year. It covers all major fields of education:—urban and rural; preschool, elementary, secondary, higher, and adult; general, vocational, and professional; and the library service. In addition to its news features, it publishes papers and addresses of importance; reviews of educational publications; and brief reports of educational research.

\* \* \*

Hardin Lucas, for many years teacher of English in New York City High Schools, is author of a series of Dictionettes,—compact, paper-bound booklets, in graded series, each comprising a thousand words for everybody's vocabulary.

For example, where the Lucas program is used, each pupil in the 3rd grade completes the first thousand words, Dictionette No. 1; in the 8th grade, he attains a reading vocabulary of 6,000; in his 12th year, as a high school graduate, he reaches 10,000, etc. The Lucas Thousands comprise chiefly those basic words that are of most value in general reading.

Mr. Lucas is also inventor of the Lucas Codes and the Code-tutor System. Dictionette, single copy, by mail, postpaid, 20 cents. Address Codetutor Company, Times Square, New York City.

School Library Association of California publishes a quarterly bulletin, now in its 12th volume; editor is Katharine Leithold, librarian, C. K. McClatchy Senior High School, Sacramento; associate editor, Reba M. Bartlett, librarian, Frank Wiggins Trade School, Los Angeles.

Chairmen of state committees of the association, 1940-41, are: Professional, Edith Titcomb, Woodrow Wilson Junior High School, San Jose; Records and Publications, Marjorie Van Deusen, Belmont Senior High School, Los Angeles; Tests, Jeanette Vander Ploeg, School of Librarianship, San Jose State College; Handbook, Ada Jones, San Diego Senior High School.

Donaldine Grass, teacher of hygiene and physical education in the Sacramento Junior College, is representative for Northern California, American Association for Health, Physical Education, and Recreation National Section on Womens Athletics.

Jane Shurmer, Chico State College, is past-chairman of the legislative board. Margarette Reagan, Woodrow Wilson High School, Long Beach, is editor of the service bulletin. Regina Messing, San Benito County High School, Hollister, is chairman of national committee on promotion.

During January the group will hold an outing-sports conference called by the state chairman, Helen MacArthur of San Mateo High School.

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## A DAY AT SCHOOL

*Loretta M. Murphy, Teacher Grade A1, Central School, Hudson School District, Los Angeles County*

**T**EACHER opens the door upon the advent of a new day with thoughts in mind of what she hopes to accomplish.

Shortly behind these resolutions arrives Louis, a quick-minded as well as a quick-fisted lad of seven years. With a hurried Good Morning he makes for the doll buggy. Far be it from teacher to ever stop a boy from learning to push a buggy. In the years not too distant it might prove to be a useful art. That is, if the proud father can afford to buy one.

In the meantime the buggy goes spinning down the aisles and teacher purses her lips as Louis and his charge find themselves wedged to the side of a desk. Better to let Louis think this thing out for himself teacher reasons. Well, with such a successful plunge to his credit, Louis again takes the buggy under control and moves toward the nearest table. The left leg supplies the target this time with Louis casting a sly glance over his shoulder to where teacher stands.

A well-accented "Louis" causes him to realize that his was not a complete victory in this instance. A hasty "Pardon Me" makes him feel master of the situation as he retreats to another part of the room.

In the meantime other eager feet have added life to the scene by laying claim to work prepared for later use. Here was the Law of Readiness in operation and far be it from any teacher to check it.

Only the ring of the bell helps teacher salvage some of the day's work, as the group en masse enters. Events on the playground have not all been under control either as one charge after another is placed in the hands of teacher hardly before the youngsters have seated themselves.

Somebody had taken someone's else ringer. Jose had taken Jesus ball and had run away with it. Marie Martinez had lost her handkerchief and wants to recover it, perhaps from

some other class room. Rachel had succeeded in losing her penny in the sandpile and is certain a spanking awaits her arrival at home.

Sportsmanship and fair play reduced to children's terms become the topic of the morning while the minutes needed to prepare attendance-cards and bank-slips hurry by unnoticed. As the difficulties become ironed out and friendly smiles again appear on former disgruntled faces, the entrance of Amado reminds teacher that bank-slips have to be prepared after all, while she also assists the youngsters in keeping a record of the money they have brought.

### Important Cleanliness

Then comes time for reading, but cleanliness also is important and dirty hands have not yet been checked. Perhaps with a little more acceleration from teacher, inspection can be hurried along and stars awarded for clean handkerchiefs with little extra time.

The idea might have worked if Josephine and Johnnie just didn't decide to demand possession of the same handkerchief with ample evidence on each side to establish a just claim. Only a persistent checking of the other handkerchiefs establishes true ownership and events are permitted to follow their normal course.

Normal? Well, not exactly. The teacher only trusts that the cereal has not cooled too much while she hurries to award the other youngsters who have handkerchiefs, and assist in the counting of bowls and spoons for the all-important event of eating. Being polite, that is what it amounts to.

Taking turns to get the cereal and holding the bowl with two hands to keep it off the floor, and saying please and thank you when service is rendered, is the usual routine. Yes, and taking small spoonfuls and eating with the lips closed. At last 33

mouths are fed and at least the girls remember to brush their teeth without being reminded and three cheers — no one spilled the tooth-powder!

Recess claims the active tribe as they hurry to the bell's invitation. A breathing spell! That is, almost, for teacher just about gets a drink when Fred hurries up to her with an injured finger which requires bandaging. By utilizing remaining minutes teacher is able to get Fred back to his line when the bell rings.

The rest of the morning races on with only two people interrupting the program. One is trying to determine who has lost a sweater (just when your warriors have all decided to store their surplus energy for awhile and rest). Of course, all heads bob up trying to aid the wandering Samaritan who dangles the garment from the end of one finger only dropping it twice while listening to many well-intentioned helpers. A possible ownership of at least 20 different children somewhere in the remaining 7 rooms is established. This sends the bewildered youth away with only a suggestion from teacher that the size of the sweater indicates an older possessor and that the sweater could be left in the office. Why do teachers have to think of such things? After all, wandering around can lend novelty to a day.

Of course no one can object to a report from the office which requires perusal and a possible checking of records to supply immediately-needed information. The difficulty lies with the 33 youngsters who anxiously endeavor to surge about teacher's desk while she in turn patiently endeavors to lead them back to their seats and explain away their needs and difficulties.

Back to the desk to get the report under way to the next room and help Group 3 peruse their new books before the lunch-bell rings.

**W**ALKING around the yard, talking to former pupils, helping a child recover a lost dime, selling ice-cream tickets, settling disputes over playground equipment, and aiding a group in recovering a lost ball helps to fill a 35-minute lunch period.

That familiar bell reassembles the scattered family as another round of the day's work presents itself. The children are ready for work period. Each one hastens to the particular problem he has under way or is just starting.

And problems they are too. Lupe soon hurries to teacher's side with a needle she cannot thread, while Tony impatiently thrusts a board in front of teacher which he insists continues to split. Of course there follows time out to talk about tak-

ing turns and possible solutions to troublesome problems.

And then to get over and see how Alfred is driving those nails into his wagon, how Celia is applying the paint on her handiwork, how Ruben is measuring the paper on the new shop, and how timid little Joe is faring with his wood work.

Perhaps it is the children's enthusiasm over their own success which enables the teacher to plan with them for another day. As they evaluate that day's work plans are made for the morrow. As the teacher dismisses her charges she hastens to prepare for future needs. There is printing to be done, and supplies to be checked and replenished and reports to be attended.

And there is teacher exhausted from the daily onslaught that drives one ruthlessly on but one thought always helps to carry her forward.

Tomorrow is another day and one might also add that once a week there's Friday.

\* \* \*

### New College Site

*For Santa Barbara State College*

**S**ANTA Barbara State College has made a beginning in developing its new site on the low headland above the breakwater enclosing the local yacht harbor.

The industrial education unit is the first to be built on this commanding site. This unit is made up of two parts. The first, now in operation, consists of about 8,000 square feet of floor-space and a considerable area outside devoted to landscape-planning and practical work in nursery and garden-work.

The second is a building having 62,000 square feet of floor space in which college majors in a variety of industrial and scientific work are carried on. There are some 400 men majoring in these lines. This building will be occupied in the second semester of 1940-41.

The next building will house the science department and will have a floor space of some 50,000 square feet. The college will be operated on two sites during the period of construction of the new plant.

On the ocean side of the new site the breakwater has built up by accretion a beach area of 40 or more acres. The college has acquired some 20 acres of this territory and has constructed an athletic field on part of it and laid out the remainder for parking and recreation purposes.

All developments on the new site are being made to accommodate a minimum of 3,500 students. Present enrollment is in excess of 1,800. Bachelors degrees are granted in numerous fields besides teaching.

### Drama Conference

**I**NDIANA University will be the scene, June 2-7, of a national high school drama conference and play production festival — first of its kind to be held in the United States.

Modeled along lines similar to the famous high school music festival held annually at Interlochen, Michigan, the drama gathering will be sponsored by the University drama division and the National Thespian Society, honorary dramatic organization for high schools. Ernest Bavely, of Cincinnati, sec-

retary of the National Thespian Society, will act as conference and festival chairman, and Lee R. Norvelle, head of the University drama division, will serve as director.

Indiana University's new music hall-auditorium will be the center for the conference and festival. Enrollment of high school drama teachers and students will be limited to 500. Panel discussions, demonstrations, conferences, guest performances, and exhibits will be provided for teachers. Lectures on acting, make-up, and theater background, together with tryouts for a scheduled national radio broadcast and the play production festival, will be available to students.

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100.00	17.17	103.00	3.00	\$ 8.83	\$106.00	\$ 6.00	\$ 5.50	\$110.00	\$10.00
150.00	25.75	154.50	4.50	13.25	159.00	9.00	8.25	165.00	15.00
200.00	34.33	206.00	6.00	17.67	212.00	12.00	11.00	220.00	20.00
300.00	51.50	309.00	9.00	26.50	318.00	18.00	16.50	330.00	30.00
400.00	68.67	412.00	12.00	35.34	424.00	24.00	22.00	440.00	40.00
500.00	85.83	515.00	15.00	44.17	530.00	30.00	27.50	550.00	50.00

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## REPAIR FOR DEFENSE

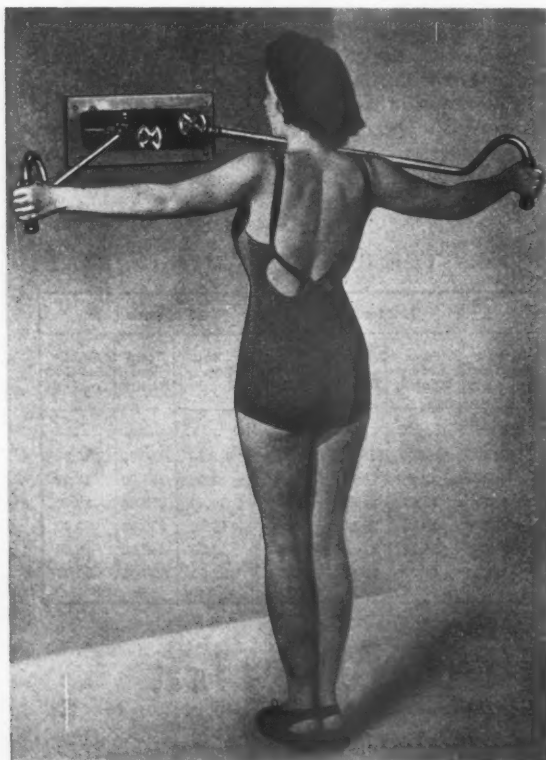
### CORRECTIVE EXERCISES FOR GENERAL BODY DEVELOPMENT

*Mrs. Katherine Walt Rowland, Corrective Posture Teacher,  
Lowell Grammar School, Bakersfield*

**T**HERE is poignant drama in the case of Dorothy D., a 9-year-old child fighting bravely for physical equality with her contemporaries. Since birth the alert brain of this young American has been unable to control the smaller movements of her body. Her hands, her feet, even her limbs themselves have refused to obey the orders of her will. This is spastic paralysis.

With all the concentrated energy of her sensitive spirit Dorothy works at the fascinating task of overtaking her more fortunate fellows. She must teach her body to do the things other children do if she is to live comfortably with them.

*No. 1. Drawing the handles toward the body against the resistance of Mercury Bars (illustration shows the Standard Model) actively flexes muscles at the back including the trapezius (A), deltoid (B), latissimus dorsi (C), rhomboid major (D), rhomboid minor (E), levator (F), teres major (G), teres minor (H) and infraspinatus (J).*



Today Dorothy's entire personality reflects optimism, for she is looking back upon progress such as most of us will never experience.

Last year this child was one of 126 youngsters subjected to corrective exercises in special classes at Lowell Grammar School, Bakersfield. Her case is more dramatic than most, but not more important than a hundred others.

Complete re-education of muscles and nerves was the order in Dorothy's case. All this has not been accomplished, but certain definite improvements in the child's physical status have occurred.

Although she could not walk when she first came to school, she now enters all the games of her fellows. Although she could not flex her fingers to grip an object, she now plays her piano quite well.

... And as if this physical improvement were not enough, it has brought with it a surge of self-confidence which is stabilizing her emotional and intellectual life to a gratifying degree.

The average case in "Posture Class" is well represented by John A., who is pretty nearly an average American boy. He has been assigned to a corrective course because it was feared that his careless bodily posture would give



*No. 2. Shows the muscles listed in caption above No. 1*

rise to serious organic irregularities in adult life.

John enrolled in the posture class in September 1939. At that time his gaping shoulder-blades were separated by 5 inches, his chest measured 25½ inches, and his silhouette was entirely disheartening when considered apart from his eager countenance. By June 1940 John's shoulder-blades folded into position with a separation of 2½ inches. This is about normal for a boy of John's stature and represents an improvement of 2½ inches over his former condition.

John's normal chest measure is now 29 inches, showing for the 9-month period an increase which would flatter many an athlete in training. A small part of John's increased chest measure may be attributed to normal annual growth. The larger part of this increase represents an improvement in the position in which his supple body is held and points to a marked improvement in muscle tone.

The fact that work in physical rehabilitation is desirable in a nation fitting itself for defense or the fact that this particular work we describe is successful is not now disputed. The question we raise for discussion is: How can your school system render a like service if and when this seems desirable?

In the Bakersfield City School System, posture-corrective classes have been set up in centralized schools to which pupils from various other schools are transferred upon the recommendation of the school nurse or

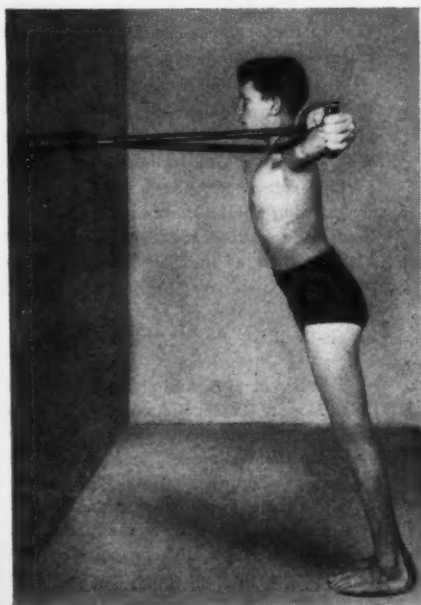
doctor supplied by the Kern County Health Department.

Pupils thus collected and enrolled for posture correction are given, in addition to their regular classes, 15 minutes per day under a specialized instructor. This time is divided between individualized exercises and a standardized correction with the use of Mercury Bars, a highly-efficient mechanical unit for which we have the highest respect.

If this program seems too highly specialized for the immediate needs of your system, we suggest a less ambitious program built around the use of the Mercury Bars alone. This equipment is engineered on sound kines-the-tic principles. It overcomes the dangerous faults of old-fashioned pulleys and similar exercising apparatus. It is immensely popular with the pupils and so efficient in operation that 20-25 pupils can be treated in one hour. Furthermore, measurable results are testifying with increasing force to the effectiveness of the equipment.

The boy in Illustration 3, leaning toward the bars with arms extended, passively stretches the chest muscles

No. 3. Leaning in, or forward, on Mercury Bars (illustration shows the Adjustable Model) with the arms extended, passively stretches the muscles affecting the chest, including the pectoralis major (K), serratus magnus (J), trapezius (A), and deltoid (B).



No. 4. Shows the muscles listed in caption above No. 3

(No. 4) which have become contracted through relaxation in a stooping posture. The girl in Illustration 1, pulling inward against the resistance of the bars, actively flexes and strengthens the large muscles of the back (No. 2). These twin influences, the stretching of the chest muscles and the strengthening of the back muscles, bring about a realignment or re-balance of the upper body.

It must be remembered that exactly the opposite result comes from over-the-desk school life, from many stooping games, and from use of improper gymnasium equipment.

**I**F you believe, as we do, that development of sound bodies with well-balanced carriage is of immense national importance, perhaps you are joining in the movement toward physical correction in the primary schools.

If it is within the scope and means of your system to set up a corrective program with specialized instructors backed up by medical advisors, by all means aim at that ideal.

If, on the other hand, such a program is beyond your reach, why not begin in a small way to heed the need of those crooked little bodies?

## Recent Bay Changes

Mrs. Viola Bates, principal of Fairmont School, Richmond, in place of Mrs. Kathryn Merrill, on leave.

James C. Ramsaur, appointed district superintendent of schools, Patterson, Stanislaus County.

James M. Monroe, former district superintendent at Patterson, appointed district superintendent at Westmoreland, Imperial County.

F. C. Shallenberger transferred from principal of Roosevelt Junior High School, Richmond, to principalship of new El Cerrito High School, Richmond, by Walter T. Helms, superintendent.—E. G. Gridley, Bay Section Secretary.

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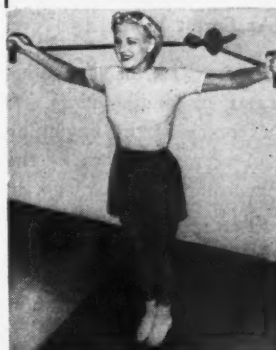
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## TRAINED TEACHER OFFICERS

INDUCTING LOCAL TEACHER-ORGANIZATION LEADERS INTO THEIR NEW RESPONSIBILITIES IS A SERIOUS BUSINESS. SOUTHERN SECTION ASSOCIATIONS THINK THEY HAVE AN ANSWER

*John Allan Smith, Teacher of English and Journalism,  
Fremont High School, Los Angeles*

**A**MID tall timbers and high mountain reaches gathered, during the closing weekend of September, 150 officers and committee chairmen from 38 county and city teacher organizations in the Southern Section to talk shop, think shop, and organize shop for their fellow-teachers.

For a number of years Arthur F. Corey, Southern Section public relations director, had observed inexperienced teachers, named to the presidency and chairmanship of their local teacher organizations, plunge blithely into their duties, flounder about bewildered by the obstacles they encountered, and emerge at the end of their administration disappointed or perplexed at their inability to bait and snare the minx-like problems of teacher organizations.

### At Forest Home

To him it was a matter of pooling experience and exchanging ideas. A training conference at the beginning of the school year seemed to be the answer. Accordingly, a year ago, in the retreat of Forest Home back of Redlands in the San Bernardino mountains, was organized and held the first "local teacher-organization training-conference," and there sewn the will to tackle—with workable ideas and methods—the apathetic, misinformed, and recalcitrant weeds to be found in every educational garden.

Again this fall came the teacher officers for a second conference, but this time in twofold numbers. Though present were many from the year before, the number of unfamiliar faces had an immediately stimulating effect upon the conference.

From Friday evening to Sunday afternoon these teachers met in three general groups running concurrently and devoted to: 1. local organization methods, 2. general professional problems, and 3. public and professional relations; under—general

chairmanship of Earle M. Green, Riverside; A. H. Riddell, San Diego, and Leiland M. Pryor, Pasadena.

With evident warnings against speeches, each of the 12 sessions was conducted by a discussion leader well-qualified in his particular phase of teacher organization work.

Heading these were Roy Cloud, state executive secretary of CTA; F. L. Thurston, Southern Section executive secretary; Carl A. Bowman, director of teacher placement, Southern Section; Mrs. Eleanor F. Edmiston, San Diego; Mary Virginia Morris, Los Angeles; Mrs. Josephine P. Smith, Los Angeles; Robert C. Gillingham, Compton; John Allan Smith, Los Angeles; C. F. Shoop, city editor, Pasadena Star-News, and W. Harold Kingsley, Los Angeles.

A delightful social program of games, hikes, songs, and pictures filled the late afternoon and evening hours, under supervision of Mr. and Mrs. John L. Hutchinson of Los Angeles.

**S**O that all might profit from numerous ideas, suggestions and information presented at the conference, a 31-page mimeographed bulletin containing a summary of each group discussion has been issued by the Southern Section office. A study is now being conducted to determine the effectiveness of the conference, to discover what changes should be made in the 1941 meeting, and how best to accommodate the increased numbers who already wish to attend next year.

\* \* \*

### Thomas Oliver Larkin

Cover picture of November, 1940, issue of this magazine showed Walter Colton's "Three Years in California" with steel engraving portrait of Thomas O. Larkin, distinguished Monterey citizen in the early days and first and only U. S. Consul to California; appointed 1844.

**J.** RUSSELL CROAD, superintendent, Monterey Elementary Schools, has written to us as follows:

"With considerable interest we noted your selection of a cover for Sierra Educational News, as it honors Walter Colton and Thomas O. Larkin, both of whom have been honored within the past few years in Monterey by having schools named after them.

"At present we have a small elementary school under construction in Monterey. After considerable study the board has selected the name Thomas O. Larkin. You will recall that sometime ago we named a school Walter Colton, because of his interest in building the first schoolhouse for American children in California. We selected the name Thomas O. Larkin, not only because of his prominence as a citizen of Monterey and California, but also because he brought the first American school-teacher to this community and helped organize the first American school. We consider him to be the first school-board member in this state.

"Incidentally, Mrs. Toulmin, who now resides in the original Larkin residence and is a granddaughter of Thomas O. Larkin, is taking considerable interest in the new school-building and probably will donate to the new school's library a copy of his original portrait which now hangs in the living-room of her home."

\* \* \*

### Creative Art

**C**REATIVE Art for Graded Schools is a new, praiseworthy series of 8 books by Louise D. Tessin, widely-known throughout this state as a successful California teacher and also nationally-known through her many years of art service with Milton Bradley Company, publishers of the series, Springfield, Massachusetts.

This richly illustrated series comprises problems that offer the utmost in happy creative expression. With each book for each of the 8 grades is a well-planned and comprehensive teachers manual.

Miss Tessin's superlatively fine and practical work is so universally known and appreciated that a detailed account of this splendid new series is unnecessary.

Hoover Brothers, Kansas City, Missouri, are exclusive Southwestern agents for Milton Bradley. Schwabacher-Frey Company, 735 Market Street, is the San Francisco representative.

\* \* \*

The Teacher, official bulletin of San Diego County Teachers Association, now in its second volume, has as its motto, "To work for the welfare of teachers and the progress of education." Hazel Tripp is editor and Charles G. Burton, assistant editor. In a recent issue, P. E. Killion, principal, Sweetwater Evening High School, describes the national defense program in active operation there.



## In Memoriam

H. NORMAN SPOHR, vocal and choral instructor in Riverside Junior College and Riverside High School since 1925. His personality and musical ability enriched the lives of all who came in contact with him.

This tribute, written by one of Mr. Spohr's students, expresses the feeling of the youth of the city who had the good fortune to be under his tutelage:

He laid down his baton and walked quietly off the stage. So quietly he left that we scarcely knew, except for the unsung music which choked in our throats . . . music which only his magic touch could release. The ovation comes all too late, for he does not hear his curtain call. Should he hear and should he return, it would be only to give praise to another. And so it always was with him. After days and nights of rehearsals and weariness, he never thought of himself but turned to acknowledge even the least of the performers.

The youth of Riverside has lost one of its sincerest champions . . . a constant friend and confidant, a counselor in difficulties. How many times when we were confused or despondent did "Pop" set us straight and endeavor to right the world for us. He always had time for our troubles, no matter how rushed he might be, and we could forever depend on his cheery greeting as he crossed the campus, music case in hand.

Our director is gone, the baton is still. But there remains in our souls vast, boundless music which he inspired and the memory of a great selfless personality to permeate our lives.

FRANZ JOSEF HANESCHKA, for many years instrumental music instructor at Beverly Hills, Redonda and Pasadena, passed away during the summer vacation at his home in West Los Angeles. Born in Milwaukee, Wisconsin, 56 years ago, he was a personal friend of Franz Lehar and early in his music career attended Vienna Conservatory of Music as a pupil of Max Springer.

LYNN T. STOCKWELL, Division of Vocational Education, University of California, recently passed away. Born in Wisconsin, 1892, he studied at Stout Institute, Menomonie, graduating in 1913; entered University of Minnesota and received B.S. degree in education in 1920, M.A. degree in 1922; took additional graduate work at University of Minnesota and by attending University of California intermittently 1925-33.

Mr. Stockwell began his teaching as head of manual-training departments in several high schools in Minnesota. He was called to University of Minnesota as lecturer in Division of Industrial Education and head of manual arts department in University High School and served in these positions for more than seven years.

Coming to California in 1925, he became assistant supervisor of trade and industrial teacher-training at UCLA and member of the staff of Division of Vocational Educa-

tion of the university. From this position he was called to Fresno State College as director of trade and industrial education and was supervisor of all industrial and vocational work in Fresno City Schools. Here he rendered 9 years service of exceptional character. Again he was called to the Berkeley campus of the state university to accept the position of supervisor of trade and industrial teacher-training and lecturer in education.

Mr. Stockwell contributed many articles to industrial arts magazines and wrote outstanding reports of training conferences. Member of several educational associations, for several years he was secretary-treasurer of California Industrial Education Association. He held memberships in two national honor fraternities, Phi Delta Kappa and Epsilon Pi Tau. In community affairs, Mr. Stockwell took a very active interest in the work of Boy Scouts of America.

LAURA BARNES, principal of Lincoln School, Riverside, retired in June, 1937, passed away at Laguna Beach, May, 1940.

MARGARET REID HARVEY, long a resident of Hollywood, passed away recently at her home on Hollywood Boulevard. Mrs. Harvey for a number of years was a teacher in the Gates School, Los Angeles, until her marriage to Emery W. Harvey, who is the Southern California representative of D. C. Heath & Co., educational publishers.

\* \* \*

Teachers Club of Compton Union Secondary School District, Los Angeles County, issues as its official publication *The Spotlight*, printed by Compton Junior College Press and now in its 5th volume. Cora Lincoln of the Junior College is editor; Mrs. Marie Porter, Willowbrook Junior High School, and Robert Gillingham, Compton Junior College, are the CTA representatives.

\* \* \*

San Diego has become an important center for national defense vocational training in the United States. With three large aircraft factories expanding rapidly, and numerous new industries springing up to provide for the national emergency, the vocational training program is growing by leaps and bounds. To head up this program, J. Graham Sullivan, formerly coordinator of educational management at San Francisco Junior College, has been appointed director of vocational education, San Diego City Schools. He replaces Harry A. Tiemann, who returns to his position as director of vocational education, Colorado State Department of Education.

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## ON TEACHING HONESTY

*Cora Fair Fulton, Home Economics Teacher, Brea-Olinda Union High School,  
Brea, Orange County*

**H**ONESTY is still the best policy, but who teaches it? Some 30 or 40 years ago this principle was taught in the home. The teacher was rarely called upon to deal with the subject, nor did she dare, for fear of injuring some sensitive child, or an apprehensive parent.

In the small community in which I grew up, the children largely managed such matters themselves. To steal anything so small as a pin would have invoked the disapproval of the whole group. To take a handkerchief or a pencil was sufficient to brand one as a thief. This relentless sense of honesty is not often found today, nor would we encourage it, because of the cruelty with which children often deal with their playmates.

Today we are more likely to find children trying to protect one another in their crime. This shift in the interpretation of honesty may be attributed to the depression and to poverty, but they are not entirely responsible.

The group of children to which I refer were unaccustomed to luxury. The sight of an orange or a banana in a schoolmate's lunch was a coveted delicacy, but not one child would have shown his envy by so much as a wishful look in the direction of the delectable morsel, yet neither scorn for those who had not, nor envy for those who had, was evinced by these sturdy little souls.

One day a migrant family moved into the community. The first day the children came to school, part of a lunch was taken. No one wondered where it had gone because he knew. Not one of the original group would have dared face the disapproval that such an act would have excited. These migrant children were not of the beggar class, nor were they hungry in the sense that they were undernourished. They took the lunch because they wanted it. It appealed to them, and they had nothing within

their moral fiber to resist temptation.

As a greater knowledge of children and their needs began to spread among the laymen, a sort of fear and awe seized parents regarding their children. They did not wish their little ones to be harnessed with the fears and superstitions with which they were restrained. Not knowing what to teach, nor when to begin, many of them bowed out and left this honor to the omniscient teacher, but not unreservedly. They frequently disapproved of the methods employed by the teacher. Although they are unable to offer, or unwilling to undertake a better plan, they frequently hinder the teacher's best efforts in their children's behalf.

### Today's Moral Lapses

This lack of cooperation and centralization of discipline have resulted in the moral lapses evidenced in many children today. Teachers are faced with the taboos of the past generation and are unable to bring the subject of honesty out into the open, so that it may be dealt with in a clear-cut, unemotional manner. Teachers, also, are loath to bring this subject from under cover.

They unhesitatingly warn a child against copying in an examination, and if he is discovered cheating, they remove his paper in such a manner as to leave the other members of the class in no doubt as to the reason. But if the child were caught taking an object of material value, he would be chastized in utmost secrecy. This spirit of secrecy regarding theft has so permeated society that seldom will anyone, particularly not a student, report a dishonesty, because of the stigma that school and society have placed upon a tale bearer.

So long as we place the odds against the tattler rather than the thief, such unsocial conduct will persist. Parents seldom object to the conflict between

their child and his teacher over copying, because that is an affair of the child's alone, but they feel a personal affront if their child is accused of stealing a dime. They have been known to try to absolve the child of any responsibility to make a satisfactory adjustment or accept a just punishment for his conduct, yet these same parents would have their child become an honest citizen. Good citizenship is seldom built on such stupidity.

### How Crime Grows

Thus, criminal qualities are allowed to develop. Later on society adjudges this type of conduct as unsocial. The culprits are placed in a reform school and later, as so frequently follows, into one of our overcrowded penal institutions. The injustice lies in the fact that the child has been caught in the "No Man's Land" of moral teaching and is made to suffer for crime, the wrong of which he has scarcely been made aware.

No child need be arraigned before the school or faculty as a thief, but he should be made to feel the importance attached to honesty and the ignominy attached to dishonesty. Why not let them know that if they are dishonest they will suffer the disapproval of society?

Since the problem of teaching fundamental principles has been laid at our door, let us as teachers accept the challenge rather than continue stumbling over it or sidestepping it. Occasionally, a teacher has been provoked to action as a result of losing watch or wallet, but that is the method employed by the farmer who locked the barn after the horses were stolen.

**I**F we are to accept this challenge, the question arises, How shall we begin? Much the same as if you were going to present any other bit of subject-matter.

1. With a plan of approach as clearly in mind as if you were going to introduce the study of fractions or calculus.
2. A presentation of new facts based on the child's previous experience.
3. An opportunity for practicing this newly-found principle through some form of exercise or drill.
4. Some sort of test to determine the efficacy of the teacher's efforts.
5. An uncompromising example of honesty on the part of the teacher.

The next question is, Where shall we begin? The answer to that is, as early as possible—in the pre-school. Here is an example that could be used as an approach to the problem on this age level. Each child is given a box in which to keep his effects. This is his sanctum sanctorum, and no other child may intrude. The box must be well-labeled with a picture and the child's name, so that it may be easily identified by

pupil or teacher. These boxes should be out in full view so that instructor and classmates may help him avoid error. A pre-school child is too inexperienced to be allowed to go alone into a room full of boxes for lunch or cap. Should some child forget and encroach upon another's property rights, he should be reminded of his mistake. If he persists, his box might be removed until he is quite sure that he can remember.

We teachers often make the mistake of requiring the child to share before we allow him to possess. His mittens, lunch, and a toy brought from home belong to him solely, but the rest of the equipment should be community property. This equipment will give the teacher ample opportunity to teach unselfishness.

### Premature Sharing

Perhaps, we teachers place too early an emphasis upon sharing. We, who are adults, do not give away our dollars until we have first had the joy of possession, and only from our bounty, or from a sense of duty, do we share with those who are less fortunate. Can we ask a greater degree of unselfishness from children than we, ourselves, practice?

This careful allotment of a specific place for each child's property should continue throughout the grades. As the arrangement exists in many schools, children march out through the cloakroom and each takes the lunch which looks most like his, but if he were always to put it in his own box, much confusion would be avoided.

When a new child enters a school, the plan and policy of the room should be explained to him, and he should be helped to avoid mistakes until correct habits are formed. This may sound like a great deal of trouble, but before refusing to participate in some such plan to help children to become "honesty conscious," take time to evaluate its relative importance to the child.

From which will he receive, eventually, the greater value, the academic lesson which you have prepared, or the moral lesson at hand? Once you have set your mind to the task of discovering approaches to this problem, you will be engulfed with ideas, and you will see opportunities for lessons, to which you were hitherto insouciant.

**A**N experience with one of my finest Grade 2 boys shows the need for just this type of instruction. He and another second grader were going down town with me to buy curtain material for our puppet theater. On the way to the dry goods store we passed a market with a tempting display of fruits and vegetables crowding the side walk.

The thought flashed through my mind that this was quite a test for hungry little

children. My thoughts must have been suggestive, because one of the boys confided that he knew how to get candy at that market without paying for it. I smothered my surprise and casually inquired how it could be done, and he gave me full details. Somehow, I felt that that was not the time for correction, so I waited until I had decided upon an approach that seemed to me to be logical.

During story hour we discussed their fathers' occupations. One child's father was a farmer, another a garage mechanic, still another's was a druggist, etc. I asked the farm boy why his father grew cotton, and what he would think of anyone who should slip into his fields and take a few bales, without paying for them. I asked similar questions regarding each of the father's occupations, and my small boy heartily denounced such vandalism.

There was no grocer among the fathers, but the grandfather of one of the children operated the market in question. We went into the grocery business at some length to discover how men made a living at it. We enumerated many articles on sale at the market, and candy was among the items mentioned. My little confidant caught my point. He turned his head to one side and searched me with half-closed eyes. He saw for the first time the injustice of taking a thing without paying for it whether it was cotton or candy.

There is no attempt made to teach all there is to be known about English or Mathematics in the pre-school nor in the primary grades. These subjects continue to receive special emphasis all through high school and university and incidental attention whether the subject is Latin or science, home-making or shop. These are our tools, and we continue to sharpen them and to improve our skill in using them.

Likewise, teaching the fundamental principles should continue from kindergarten to college, and in proportionate manner will the concept of these principles grow and assume new connotations and possibilities. The instructor in any subject will find ample opportunity for teaching these principles if he or she can see their ultimate value to their students.

\* \* \*

**Conserving Farm Lands:** planning for soil-erosion control, water conservation, and efficient land use, by Dale and Ross (U. S. Office of Education, vocational division bulletin 201), comprises 110 pages, with many illustrations, charts and tables. Because of the high importance of Conservation as part of the national defense program, this admirable manual of organized teaching material should be widely used in California schools. Address Superintendent of Documents, Washington, D. C.; price 30 cents.



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### WEBSTER'S NEW INTERNATIONAL DICTIONARY Second Edition

Contra Costa County has been selected by State Department of Education, State Department of Health and Bureau of Child Hygiene for assignment of a home economist specializing in nutrition work, according to recent announcement by B. O. Wilson, county superintendent.

State Department of Education, in its recent bulletin, *Planning Data for Food Service in California Schools*, states that within the current decade children have come to school in large numbers hungry and in advanced stages of malnutrition. In recognition of this situation, legislation has been enacted to permit school funds to be used in a limited manner for the provision of food to needy children.

\* \* \*

### Caesar's Gallic War

**N**OBLE and Noble, publishers, 100 Fifth Avenue, New York City, have brought out a particularly attractive translation of the Gallic War of Julius Caesar, in English, by Eugene I. Burdock, Latin Department, Brooklyn College; price \$1.25.

This timely edition, the first new translation of Caesar in many years, is based on the best of previous works by well-known authorities. To enliven the text, Helen Gentry, one of America's outstanding book designers, supervised the format and Fritz Kredel drew the illustrations and end-sheet maps.

Noble and Noble also publish Chase and Stuart's popular Latin texts; 19 titles are now available in this widely-used series.



### Central Coast News

Alfred H. Bird, Watsonville Joint Union High School

**J**OINT Audio-Visual Aids service was begun in San Luis Obispo County after three years of work and planning. The program serves all public schools in the county, both city and rural, and all grade levels from kindergarten through junior college.

Alvin E. Rhodes, acting director of the audio-visual aids center, and Charles E. Wells, assistant director, are supervising the collection, mounting, and classifying of visual materials. NYA and student-aid workers are assisting. All schools in the county are requested to lend to the center materials which they now own. Such materials will be prepared for circulation.

When fully organized and operating the service will provide schools with all major types of auditory and visual teaching aids. These include mounted photographs, prints, posters, charts, stereographs, 35 mm filmstrips and slides, 16 mm motion-picture film — both silent and sound — mounted specimens, samples, models, paintings, etchings, and work of art, phonograph records and transcriptions, radio guides and other similar materials.

In addition, instruction and help is given on the use of visual and auditory materials and their related equipment. The policy of the service is to circulate materials only. Equipment for the use of materials must be obtained and owned in each individual school.

The several school systems are represented by an advisory committee appointed by the superintendents. C. E. James and Georgia H. Brown

represent Paso Robles high school and elementary schools respectively. San Luis Obispo schools are represented by Louis A. Washburn and J. Paul Hylton. San Luis Obispo County secondary schools are represented by Roy D. Gilstrap, while county elementary schools are represented by Irene Benedict and Irene Sullivan. This committee coordinates the service and keeps it in harmony with needs of teachers throughout the county.

San Benito County Junior College has organized this year, as part of the National Defense Program, a course in Civil Aeronautics, which already has its maximum enrollment of ten boys.

This innovation includes a flight course of 35-40 hours and a ground course which includes meteorology and navigation.

Ground and flight instructors must produce successes as near 100% as possible. The ground instructor is paid by the federal government through the district; \$20 per student is received from the federal government for successful trainees.

Charles Hartman is the instructor in the ground course. The teacher for the flight course will be provided by the government, as well as the ships for instruction.

The Junior College Adult Center has been organized and now has an enrollment of over 200; meetings are held four evenings each week.

The curriculum has been increased to include typing, stenography, business English, photography, sewing, bookkeeping, shopwork, art of various types, salesmanship, conditioning class for women, and physical education classes for men and women.

W. E. Parker is director of the center and expects to expand the program to meet the demands of the community.

The 15-acre experimental farm operated by the agricultural department of San Benito County High School and Junior College has been so successful that the work has been extended to include the two junior college years.

Advanced classes studying agricultural economics and farm management consider the actual managerial problems of the school farm. Costs of production and farm records are part of the farm program.

The department enrolls over one hundred boys who are, to all intents and purposes, operating a real farm in every sense of the word.

Mary Elinor Davis, Mary Parlier, Margaret Melliar, Ruth Metzker, T. A. Bowen and Paul Howard Miguel are new teachers in Santa Cruz this year. Willie Edith Howard and Florence Baker are exchange teachers from Fredericks, Maryland — home of Barbara Fritchie. The two Santa Cruz

teachers in Maryland are Marguerita Andrews and Rowena Parsons.

Teacher committees have completed courses-of-studies in science and English for Santa Cruz elementary and secondary schools. Alice Everett supervised the work in science and George Van de Wetering the English course.

An agricultural department has been established at Atascadero High School headed by E. W. Gills. A Future Farmer unit, newly organized in the elementary school, is also under the direction of Mr. Gills.

San Luis Obispo County music groups have met and arranged their schedule. There will be five county-wide music festivals this school year. The first will be held in January, 1941.

\* \* \*

Harper and Brothers, publishers, have issued a series of story-books by Laura Ingalls Wilder telling of the American frontier. Although each of the six volumes stands alone, the series as a whole, presents an inspiring panorama of sturdy pioneer life. Latest book is *The Long Winter*, with illustrations by Helen Sewell and Mildred Boyle. Mrs. Wilder makes home beautiful whether in a covered wagon, a sod-house, or a railroad camp.

\* \* \*

### School Music Festival

**C**ALIFORNIA School Band, Orchestra and Chorus Association, Central District, announces its Third Annual Central California School Music Festival, April 18, 19, at Selma, Fresno County. President of the district is Arthur C. Nord, Selma High School; Carl W. Minor of Corcoran High School is secretary-treasurer.

The District Board of Directors has been eliminating undesirable features in music festivals for several years. In 1941 they continue the policy of stressing that each school entree shall establish a degree of achievement for itself which it shall try to surpass at the next festival. The festival is not a competition among schools, but an opportunity for a student to hear other school musicians and to become stimulated to strive, via ratings, toward the goal of musical perfection.

Adjudicators at the 1941 festival will be: Roy Freeburg and Karl Ernst of San Francisco State College; J. Russell Bodley and Robert B. Gordon of College of the Pacific; Thomas Eagan and Frank Elsass of San Jose State College; Vern D. Delaney of Fresno State College; and Harry L. Kohler and Cuyler B. Leonard of Fresno.

Last year's festival at Corcoran was highly successful, with over 1800 participants. Preliminary sentiment indicates an even greater participation this 1941.

### New Type REPORT CARDS

Illustrated with the best scenic views obtainable and made educative by the use of worth-while verses and quotations.

Quantity printing makes these attractive cards as economical as the plain ones generally used.

Primary, elementary, junior high, and high school designs already prepared. Write for samples and prices, giving estimate of number you can use.

Delivery from Stanford University Press

E. A. MORGAN, Havre  
NORTHERN MONTANA COLLEGE

## ABANDON REPORT-CARDS?

Dr. E. A. Morgan, Northern Montana College, Havre, Montana

**T**EACHERS and superintendents quite often receive complaints from parents immediately after the distribution of report-cards. The suggestion is often made that the system of reporting school progress by means of these cards be abandoned entirely.

This rather drastic possibility has presented itself probably more as a result in the *abuse* of report-cards than through their proper use. If the card is merely a means of reporting student failures and misconduct, then it may well be eliminated and replaced by some pleasanter method of contacting the home. In reality, however, failure and misconduct are the exception rather than the rule. The private note or personal conference offer a better means of handling them.

### A Better Card

The solution to the problem seems to be the devising of *better report-cards*, a project which has occupied the present writer for the last four years. Report-cards were collected from all parts of the United States and from many foreign countries.

The assembled collection of 450 shows great diversity of form and content, varying from 30-page booklets to large foolscap sheets. Some are small plain cards such as our parents and grandparents received "many long years ago." In the majority, however, there is evidence that improvements are being sought. School officials are stressing attitudes and work-habits and are making greater efforts to connect the school work of each pupil with his outside interests.

Less stress is placed on subjects and subject-marks and less competition is indicated for honors in scholarship. These are favorable signs, as they indicate better school and home relations.

Abandoning the report-card entirely would require monthly, or at least periodic notes to be written to parents and guardians, the composition of which would take considerable time, and which would not be as complete in contents as the modern report-forms. Many items, such as extra-curricular activities, attendance, tardiness, industry, originality, courtesy, health and weight, as well as reading, writing and arithmetic may be checked by a teacher in a short space of time on a report-card, but it is a lengthy

task to cover all these points adequately in a letter.

The improvement of the report-card should include its attractive and interesting appearance. Experimental cards made up by the writer are distinguished by differences in color for the different grades, are decorated by attractive prints in colors of master paintings, and bear quotations and verses. The quotations are suited to the grade level and the picture with which they are used.

Since it is no longer a general custom to give each pupil a keepsake card as a "reward of merit," such a report-card might well take the place of this final award, and aid in leaving pleasant school memories.

**R**EPORT-CARDS should be an accurate record of the pupil's school work, should be an attractive memorial of his achievements, and should make an agreeable contact between school and home. This last is best accomplished if the child's teacher or advisor satisfies a new requirement, unknown to many teachers of the past, which is to record little of ill and much of good in that valuable space on the card reserved for "Remarks to Parents and Guardians."

\* \* \*

### Latham Contest

**L**ATHAM Foundation for Promotion of Humane Education announces its 16th International Poster Contest, open to students of all grades. Over 20 valuable art-school scholarships in leading American and Canadian art schools are awarded as prizes. Both art school and senior high school students are eligible for these scholarships.

There are also over 150 cash awards, from \$1 to \$50, given to students in all grades, from the first up through art schools and colleges. Posters are judged according to age groups. Certificates of Merit are also awarded in each group. The contest closes April 1, 1941.

Prize-winning posters are made into traveling exhibits. There are now 40 exhibits, routed from one town to another; free, with exception of one-way express charge which amounts to about \$1.

Illustrated contest-rules and details concerning the poster exhibits can be obtained by writing to John T. Lemos, art director, Latham Foundation for Promotion of Humane Education, Box 1322, Stanford University.

## FREE! Fascinating HEALTH PROJECT



Just one of the many fascinating pages from the "Teacher's Manual."

A valuable, yet simple lesson in hygiene—*facts about colds and coughs*—"a very good way to present much needed information," as one teacher wrote. It consists of:

1. **TEACHER'S MANUAL**—a 28-page booklet, "MAN'S ENEMY, THE COMMON COLD," authoritatively written, many illustrations.
2. **A LETTER-WRITING PROJECT**—illustrated sheets for all your pupils. These sheets show the child how to write a composition about colds.
3. **SAMPLE PACKAGES OF SMITH BROTHERS COUGH DROPS**—one for each child in your class.
4. **POSTERS** for the classroom.

Thousands of teachers have used this material to excellent advantage for Hygiene, English and Homeroom Projects. It is yours for the asking. Mail coupon now!

Smith Brothers, Inc., Poughkeepsie, N. Y.  
Please send me free Teacher's Manual, Pupils' Letter-Writing Sheets, Posters and samples of Smith Brothers Cough Drops. I agree to use the material in my classroom. I teach \_\_\_\_\_ pupils. D-

Name \_\_\_\_\_

Address \_\_\_\_\_

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Your Beauty  
Restored

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Is the only method endorsed by physicians for the safe and permanent removal of superfluous hair—30 years ago we invented the multiple needle method which reduces time and cost and makes it possible for every woman to rid herself of superfluous hair without pain or scars. Consultation without obligation. Enclose ad for booklet, "Your Beauty Restored."

Established 47 Years

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133 GEARY ST. SAN FRANCISCO

### Nature Gives a Party

Henry Glass, Lodi Elementary Schools,  
San Joaquin County

**T**HERE was going to be a party  
It was whispered by the air,  
All had been invited  
It was Nature's annual affair.  
Engraved by Madame Spring herself,  
Invitations were sent to all,  
The time would be the afternoon,  
The place the garden wall.  
The program by Purple Lilac  
Was something to be heard,  
A solo by Johnny Toad,  
A whir from Miss Humming-bird.  
Miss Red Rose was to recite,  
Peony was to dance,  
Madame Lily was to sing  
Accompanied by the ants.  
Standing in the receiving line  
Stood Pompon Chrysanthemum,  
Nodding to the gathered guests,  
Was Scarlet Geranium.  
Lady Iris remained aloof,  
In her orchid colored gown,  
Bachelor Button's approving eye,  
Moved both up and down.  
Miss Pansy wore water drops  
That sparkled in her hair,  
Red Tulip in her waxy gown,  
Seemed so debonaire.  
Green Watering Can served the tea,  
The bees passed the cake,  
"Most delicious," all agreed.  
As each did partake.  
The air grew somewhat restless,  
And began to stir about.  
Said, "Time to be a-going,  
For the stars will soon be out."  
Day was the last to leave  
As Evening did slowly wend,  
The departing of the sunbeams,  
Brought the party to an end.

### Radio Listeners

Fresno County Children Participate

**C**HILDREN in grades 4-8 of Fresno County schools are participating in a new plan for utilizing radio as a means of education and are awarded certificates for listening to and reporting on programs from a list approved by a newly-created Fresno County Radio Board of Approval.

The plan as outlined by Superintendent Clarence W. Edwards, provides that every child, in the 4th grade or above, who listens to at least 5 programs a month or 35 a year and submits a report will receive a certificate similar to those now issued for reports on books. For each 10 additional programs reported during the year a gold star will be attached to the certificate.

The radio-listening plan is an elective extra-curricular activity. Children may report on programs to which they listen either in school or at home.

Richard L. Davis, principal of Washington School, Selma, is chairman of the board of approval, the other members of which are: S. L. Glass, assistant county superintendent of schools; C. J. Appling, member, county board of education; Mrs. J. R. Bowler, radio chairman, 11th district of the PTA; Dorothy Hamilton, teacher, Bullard School; Keith Collins, manager of KMJ, and Richard Wegener, program director, KARM.

\* \* \*

### California

*The Romance of a Great State*

**J**OHAN WALTON CAUGHEY, associate professor of history, University of California at Los Angeles, is author of a recently-published history of California of great value both as a textbook and for reference purposes for everyone interested in California. It is a big book of 680 pages.

Every phase of California's romantic history is discussed in an interesting and scholarly manner. Documents and historical data have been studied by the author and his students to produce this thoroughly authenticated story of the state.

Indian life, the coming of the Spanish with the priests and the soldiers occupy the first portion of the study. The Spanish and Mexican life, the American conquest and present day affairs are carefully presented. The economic and political history of the present as well as the past days of California is given careful consideration.

Many illustrations have been included with the idea of graphically illustrating

many of the vital points of our history.

Prentice-Hall, 70 Fifth Avenue, New York City, are the publishers. Trade price is \$5; school price, \$3.75.

\* \* \*

### Man and the World

**T**HE MacMillan Company has brought out a particularly significant and praiseworthy college text in biology, *Man and the Living World*, by Dr. E. E. Stanford, College of the Pacific and Stockton Junior College, a finely printed and illustrated volume of over 900 pages.

It admirably develops a comprehensive organization of principles and facts for text use in a biological survey course. Centering around human needs and interests, this unique, wide-ranging sequence is for most students their only collegiate presentation of biological principles.

It wisely emphasizes the human body, human interests in living things, and the organization patterns of the living world. Genuine educational use is made of the living things and living situations in the neighborhood of the college campus. Price \$3.50.

\* \* \*

*Things a Boy Can Do With Electrochemistry*, by Alfred Morgan, with many illustrations by the author, a book of 210 pages published by D. Appleton-Century Company, gives the fascinating history of electrochemistry and more than 30 experiments which boys can perform themselves; price \$2.

\* \* \*

### Professional Dues

**E**ARL G. GRIDLEY, secretary, CTA Bay Section, recently collected data concerning professional dues paid by physicians, dentists and attorneys, as follows:

#### Physicians

State .....	\$10
County .....	15
(A national "fellow" also pays)....	7 \$32

#### Dentists

County .....	\$ 5
State .....	4
National .....	4
National Journal .....	2 \$15

#### Attorneys

State Bar (compulsory).....	\$7.50
County (optional) .....	2.50
Young Lawyers Club (opt'l) ..	1.50
American Bar Association ....	8.00 \$19.50



# SCIENCE CURRICULUM

## THE ENRICHMENT OF THE SCIENCE CURRICULUM

Robert M. Perry, Teacher of Social Studies and General Science, Lompoc Junior High School, Santa Barbara County

**W**ITH the possibilities of enrichment in junior high school science, a teacher need not worry about lower grade teachers having "stolen his thunder."

Three 7th grade classes, of 30 pupils each, have for the past year been investigating animal and plant life topics.

### Equipment

The school library cooperated in loaning county books and pamphlets for extended periods of time. A somewhat general text served as a guide in pupil planning of topics, as well as a basis for spelling, and important points; something to "hang on to."

Limited laboratory equipment was comprised largely of a remodeled showcase, long book shelves for pamphlets, two microscopes, six magnifying glasses, fruit jars, "sterno" stove, and two apple-box cages for small animals, birds, or snakes. Several "strip" films and a few movies were available.

### Approach to Topics

A new topic was generally introduced to the class by illustration, story, discussion, or actual specimen. Possible topics were suggested by the pupils, and with the use of the blackboard, sub-heads and means of study were grouped. Several small committees usually developed and a fresh field of topics had been initiated for another one to three weeks of study.

### Results and Testing

A variety of interests aided the pupils in approaching the different fields of study by diverse methods with sundry results. Outstanding efforts on the study of fish included several large-scale drawings, with write-ups, an excellent cartoon, a few poems, descriptions, small scrapbooks, and a

playlet about Mrs. Stickleback's home and her gossiping friends.

Other topics also brought worthwhile investigations. Two farmer lads became microscope enthusiasts. A pair of Japanese boys attracted an audience upon several occasions with their cleverly-illustrated stories. Another youth modeled a miniature living room set from balsa wood, while trees were being studied.

For some weeks the pupils kept the top of the 5-foot showcase lined with jars of insects in various stages of development. Even the gardener volunteered cooperation by labeling many of a large variety of shrubs on the school grounds.

### Outcomes

Several volunteer reports supplemented the displays of finished work. Class competition was close when 9 committees submitted plots for the writing and producing of an assembly program.

Testing was limited largely to spelling and important points brought out by the text or teacher.

Compared with the more or less "cut-and-dried" methods of the preceding years, an investigative-planning procedure brought many fold results:

1. Pupil planning and choice of topics often led to suggestions not anticipated by the teacher.
2. The pupils learned to use a variety of references and interpret findings in their own words and illustrations.
3. Small committees learned to work together, and all became more tolerant of others.
4. Aroused interest resulted in pupils bringing to the classroom various specimens of plant and animal life for observation.
5. Active interest minimized the usual discipline problems.
6. Individuals were more willing to help, and even volunteer in the routine services of the classes.
7. The most worthy outcome, compared with previous experience, was a much larger percentage of pupils willingly entered into active and gainful participation.

## A New Science Reader

# INSECT STORIES

By

FREDERICK SHACKELFORD

PRICE, \$1.25

Stories to awaken the child's interest in the most common insects and to give him an idea of their importance in relation to human life.

Reading level: easy fifth grade though content is adequate for more advanced classes, and useful for slow groups in junior high school.

The author of these stories is both teacher and scientist, and his first hand experience with children is his guide to the materials and the style of writing that will hold their interest.

How to make tools and cases for collecting and preserving insect specimens is a fascinating chapter written for boys and girls who like to make things.

"What is it?"—the young collector's first question—is answered by a simple chapter which gives a helpful but not too complex guide to classification.

An annotated bibliography and a complete index are provided.

There are 125 large scale illustrations which are examples of the best modern photography.

✱

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# COMMUNITY RECREATION

## THE SCHOOL AS RELATED TO COMMUNITY RECREATION

*Richard L. Davis, Principal, Washington School, Selma; Charles Edgcomb, Superintendent, Selma City Schools, Fresno County*

**O**UR schools are becoming increasingly interested in recreational activity. Somewhat symbolic of our American democratic ideal we find the schools showing the way to our people in the fast-growing movement in the interests of community recreation throughout our state and nation.

Employing to its fullest extent one of the cardinal principles of education, "the worthy use of leisure time," educators and school-boards are showing active interest in the endeavor to bring to all our people a well-balanced and effective program of recreation.

Recognizing the fact that students of the movement advocate joint sponsorship, with civic and school authorities as the vehicles of cooperation, and using the California Community Recreation Act of 1939 as their legal stepping-stone, school officials are building worthwhile programs.

Communities, under this leadership, are coming more and more to the realization that "the change from the agricultural workday to the industrial workday" is presenting problems which are their duty to solve.

Toward this end civic authorities have turned to the schools for the use of playgrounds, play centers, club-rooms, wading and swimming pools, and other recreational facilities.

They have come to the schools for the trained personnel which is necessary to lead and organize, promote and supervise a coordinated recreational program. In this respect, the schools of California have not been found wanting.

The system of community recreation sponsored jointly and cooperatively by the elementary school board, the high school board, and the City Council of Selma is representative of this philosophy in educational practice. We hope that it may serve as a model for other communities to follow. Our school officials have shown

far-sighted vision in lending the financial and moral support of the schools to a program of activities which has come in the past two years to serve the entire community.

By furnishing to these activities not only the facilities necessary, but trained leadership in an organizing and supervisory capacity, the cooperation of the schools has become the motivating factor in the creation of the program. To those school officials and communities interested in sponsoring activities of this type the following outline of procedure may be helpful:

### Outline of Procedure

1. Make a complete survey of possible facilities, both potential and actual, for recreational activities in the community
  2. Enlist the aid and cooperation of WPA Recreation Section in the search for recreation leadership on school playgrounds, swimming pools, wading pools, pre-school centers, clubrooms, and other recreational outlets
  3. Promote active interest and cooperation in and with the program among local citizens holding positions of civic authority.
  4. Promote the passage of an ordinance which sets up a Recreation Commission upon which is represented the local civic government, the elementary and secondary school administrations, the parent-teacher association, and other local organizations whose interest and cooperation is needed.
  5. Convince the local school administrations of the benefits of and need for such a program, and secure from them a pledge of support and the necessary authority to proceed with the plans.
  6. Secure the appointment of a trained superintendent or supervisor either on a part-time or a full-time basis whose duty it will be to organize the program and coordinate the support of all cooperating agencies into bringing into full use all available facilities. (Such a person may well be found in the school personnel of the community.)
- The creation of this type of program involves the expenditure of funds. In most small communities it will be found that the schools will be in a position to provide

many facilities not otherwise available, therefore, it would seem that the greater portion of the expense necessary to operate these facilities for other than strictly school uses should be provided by the city authorities.

On the other hand, it will be found that some school districts are in a position and legally authorized to bear a portion of the expense. However, it is conceded to be good practice for the above-mentioned representative commission to arrange for budgetary provision necessary to the maintenance of the program.

Most school authorities are well acquainted with the more or less recent organization of pre-school centers in the larger cities. This type of activity, especially in those communities where kindergarten facilities are not provided may well be an important branch of the recreational program regardless of the size of the community. Where foreign and migrant elements form a considerable portion of the local population the organization of pre-school centers under trained leadership is one of the most worthwhile activities possible.

In the city of Selma such a center has been operating for the past year. The children which attend this center are, for the most part, from a foreign-speaking group. We are finding that the training which they have received in their pre-school year brings them to our hands with a considerably greater knowledge of English than ever before.

The Recreation Commission and sponsors of the program in our community have agreed that the year-round provision of recreational opportunity for all of our people has been of great value. During the summers of 1939-40, when lighted playground areas were furnished for all those who wished to use them, a distinct reduction was noted in the number of juvenile delinquents.

### Juvenile Delinquency

It is not inconsistent with the findings of students of this problem to believe that the provision of an adequate recreational program will go a long way toward the solution of our juvenile delinquency problem.

In addition to the opportunities offered the children and adults of Selma during the first summer of operation in 1939, this past summer (1940) saw the organization of local leagues in night baseball and the successful operation of a camp for children in the Sierra Nevada Mountains. During the summer our lighted baseball field was not idle a single night. The boys and young men of the community enjoyed the opportunity to engage in friendly competition among teams sponsored by local service clubs, lodges, and other organizations.

For a two-week session, children who would otherwise not have had the oppor-

tunity of any summer vacation, were taken to a mountain camp which was financed by community service clubs and was under the leadership of the recreation department personnel. We feel that 50 of Selma's children came back to face a new school year with a much brighter and healthier outlook than would otherwise have been the case.

Those who wish to enlist the support and aid of the Federal authorities in their efforts to provide leadership for these activities will find that the administration of their local area office is ready and willing to cooperate. The Federal authorities will furnish leadership and supervision which has had experience in the various phases of the program and who are most willing to lend their support under a joint sponsorship.

**B**ECAUSE it is the function of the schools to serve the community and as provision for the worthy use of leisure time is becoming an increasing problem, it is to be hoped that we will see more and more evidences of school authorities lending their support to recreational activities. We must remember that "A Nation that plays together stays together."

\* \* \*

Rolland H. Upton, superintendent of San Gabriel schools, is author of *The Rabble Rouser*, an article reprinted in November, 1940, issue of NEA Journal. This story of Jack Owens, who won a victory when he lost a school election, first appeared in *Young America* and was used in the *Democracy Readers* published by Macmillan. It is available as Personal Growth Leaflet 64 from National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.

Another California educator has contributed in the November Journal. William Shriner, teacher, Montclair Elementary School, Oakland, in an article, *Planning for Effective Discipline*, describes a 6-point plan of constructive discipline.

\* \* \*

Gordon Studebaker is director, Educational Radio Script Exchange, U. S. Office of Education, Washington, D. C. Anyone desiring complete information concerning various services and materials available through Educational Radio Script Exchange send 10 cents for a copy of the 4th edition catalog and a leaflet entitled *What the FREC Offers You*. The catalog includes descriptions of over 500 scripts, most of which are dramatic in form and vary from 10 to 30 minutes. The Exchange also has more than 1,200 scripts in its reference library, sent out on special request.

## A Unit on Bees

**F**RRIENDS of Mrs. Hilda W. Haney, teacher in Muscatel Street School, Rosemead, Los Angeles County, will be interested to hear that she has recently received notice from Morgan & Dillon of Chicago of the publication of a unit-of-work written and illustrated by her, entitled *Busy Bees and Industrious Ants*, for use in 3rd and 4th grades.

Mrs. Haney has had considerable experience in these grades. Her knowledge of the subject comes through the long experience of her father with bee culture. She has particularly emphasized the social aspects of the life of these insects.

The unit has not only been tested by the laboratory school of the publishing company, but has been used by Mrs. Haney in her own classroom. — *Rosemead Teachers*.

\* \* \*

## Conservation Conference

**C**ONSERVATION Through Planning for Recreation was the theme of the first Bay Area regional conference sponsored by California Conservation Council, recently arranged by Marin Conservation League and held at Marin Golf and Country Club. The program comprised luncheon-meeting, afternoon session, reception and dinner-meeting.

Elbert H. Vail, director, East Bay Regional Park System, spoke upon the advantages of regional park planning. There were many other speakers and contributors to the discussions.

Seventh California Conservation Week to be held March 7-14 is already the subject of extensive plans under direction of Miss Pearl Chase of Santa Barbara, president of California Conservation Council.

\* \* \*

## Dependable Interpreter

**B**ETWEEN any professional group and the lay public — for example, between American educators and their allies, the fathers and mothers of America — there may exist a gulf caused not by division of interests but by lack of dependable information and a common medium of expression.

Where ideas must cross from one group to another, an accurate interpreter is indispensable. The *National Parent-Teacher\** is such an interpreter.

Official magazine of the National Con-

\*Address 600 South Michigan Boulevard, Chicago.

## How Authors Write . . .

We have recently published an interesting and instructive booklet by John George Hartwig. **HOW AUTHORS WRITE** is a series of intimate portraits of eighteen more prominent contemporary authors — based on interviews — revealing the inside stories of their "office methods." . . . Price 50c.

UNIVERSITY PRESS  
3908 Olive Street St. Louis, Mo.

gress of Parents and Teachers, an organization which for 44 years has worked for closer understanding between educators and parents, for closer cooperation between school and home, The National Parent-

Teacher stands today with the education profession on a common front.

The National Parent-Teacher aims at two goals of major importance to those who have the welfare of America's children at heart:

First, it builds public opinion in favor of education. Through articles by top-ranking educators and child specialists, through its editorial columns, and messages from parent-teacher leaders, it crusades untiringly for fair and equal educational opportunity for all children at all levels, from nursery school to youth attempting to find itself in the post-school world.

## Interprets Trends

And second, it seeks to interpret educational trends to parents and other laymen. Significant just now, for example, is its emphasis upon citizenship training and practice — upon education for the common defense.

**I**LLUSTRATIVE of these aims are two series of articles currently featured in the *National Parent-Teacher*, one dealing with the civic education findings of the Educational Policies Commission, and the other with the 1940 White House Conference on Children in a Democracy.

## BUSINESS MEN'S ASSURANCE COMPANY

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*Philosophy, Education and Certainty*, a substantial text of 400 pages, by Dr. Robert L. Cooke, associate professor of education, Wheaton College, is issued by Zonderman Publishing House, Grand Rapids, Michigan, price \$2.75.

Professor Cooke received his doctorate in education at University of California. This unique and courageous college text on the philosophy of education is characterized by incisive analysis and all-inclusive syntheses.

\* \* \*

### Expression Company

**T**HREE notable and attractive books for small children and their teachers have been issued by the Expression Company, publishers, Boston.

1. *Speech and Play*, by Grace S. Finley, teacher of speech correction, Los Angeles Public Schools, illustrated by Margaret Hoy Scovel, art department, Los Angeles Public Schools, is "a book of rhymes and jingles by one whose rich experiences with kindergarten-primary children has given her an understanding of the encouragement which little children need in developing good speech," writes Alice C. Chapin, principal, Speech Correction School, Los Angeles, in the preface.

2. *Rhymes for Children*, by Paul Edmonds, with illustrations by the author, is another happy book for little children.

3. *Sounds for Little Folks, Speech Improvement, Speech Correction*, by Clara B. Stoddard, supervisor of speech improvement, Detroit Public Schools, a large-format illustrated volume of 165 pages, is designed to teach small children how to produce correctly the sounds commonly used in English and is of great value to all kindergarten-primary teachers.

## COMING

**December 4-6** — Fourth Annual School Broadcast Conference. Congress Hotel, Chicago.

**December 6, 7** — California Teachers Association, Council of Education, State Committees and Board of Directors; semi-annual meeting. Biltmore Hotel, Los Angeles.

**December 7** — California Association of Teachers of the Hard of Hearing; 9:45 a.m., conference room, San Jose High School.

**December 7** — California Elementary School Principals Association; regional meeting. Chico State College.

**December 8-13** — Institute of World Affairs, 18th session. Mission Inn, Riverside.

**December 13** — California Home Economics Association, Bay Section Christmas Party; 7 p.m., Women's City Club, San Francisco.

**December 13-15** — State Directors of Vocational Education; annual meeting. San Francisco.

**December 14** — Bay Section Council of California Teachers Association, 10 a.m. at Sir Francis Drake Hotel, San Francisco.

**December 18-20** — San Joaquin County Teachers Institute. Stockton.

**December 16-18** — American Vocational Association; national convention. Fairmont Hotel, San Francisco.

**December 23, 24** — Amador County Teachers Institute. Sacramento.

**December 26-27** — American Student Health Association. Ann Arbor.

**December 26-28** — National Commercial Teachers Federation; annual convention. Hotel Sherman, Chicago.

**December 26-28** — World Federation of Education Associations; regional conference. Havana.

**December 26-28** — Pi Gamma Mu, national social science honor society, trustee meeting; luncheon for members, December 28. Chicago.

**December 26-January 3** — Mrs. Mary D. Crookston Tour of Southern Arizona.

**December 27-29** — American Sociological Society. Congress Hotel, Chicago.

**December 27-30** — American Library Association; midwinter conference. Drake Hotel, Chicago.

**December 27-30** — American Political Science Association. Palmer House, Chicago.

**December 27-31** — Association of American Geographers. Louisiana State University, Baton Rouge.

**December 27-January 2** — American Association for the Advancement of Science. Hotel Bellevue-Stratford, Philadelphia.

**December 30-31** — College Physical Education Association. Hotel New Yorker, New York City.

**December 30-31** — National Collegiate Athletic Association. Hotel New Yorker, New York City.

**December 30-January 1** — National Council of Teachers of Mathematics. Baton Rouge, La.

**January 9-10** — Association of American Colleges; annual meeting. Hotel Huntington, Pasadena, Calif.

**January 11** — CTA Southern Section Council; regular meeting and annual business meeting. Biltmore Hotel, Los Angeles.

**January 11** — California Elementary School Principals Association; regional meeting. King City.

**January 18** — California Home Economics Association, Bay Section, Home Economics Women in Business Division, San Francisco.

**January 18**—California School Supervisors Association, Bay Section. Oakland.

**February 1**—California Association for Childhood Education, Southern Section; luncheon. El Cortez Hotel, San Diego.

**February 7, 8**—San Bernardino County Teachers Institute. San Bernardino.

**February 8**—California Elementary School Principal Association; regional meeting. Oakland.

**February 12**—Abraham Lincoln's Birthday.

**February 13-15**—American Camping Association; annual convention. Washington, D. C.

**February 14**—San Bernardino City Teachers Institute.

**February 15**—Alameda County Educational Association, annual luncheon meeting, 12 noon. Hotel Oakland.

**February 15**—California State Association of English Teachers; general meeting, 12 noon. Claremont Hotel, Berkeley.

**February 19-22**—Progressive Education Association; national conference. Benjamin Franklin Hotel, Philadelphia.

**February 19-22**—National Vocational Guidance Conference. Atlantic City.

**February 20-22**—International Council for Exceptional Children; 19th annual meeting. Hotel New Yorker, New York.

**February 21-22**—National Council of Teachers of Mathematics. Chelsea Hotel, Atlantic City.

**February 22**—George Washington's birthday.

**February 22-27**—American Association of School Administrators; annual meeting. Atlantic City.

**February 27-March 1**—American Association of Junior Colleges; 21st annual meeting. Stevens Hotel, Chicago.

**March 1**—California Association for Childhood Education, Southern Section; luncheon. Del Mar Beach Club, Santa Monica.

**March 1**—School Library Association of California, Northern Section; open council meeting. Piedmont High School.

**March 7-14**—California Conservation Week; 7th annual observance.

**March 15**—California Elementary School Principals Association; regional meeting. Long Beach.

**March 30**—School Library Association of California, Northern Section; book branch and Council meeting, 11 a.m.; Women's City Club, San Francisco.

**April 6**—Army Day.

**April 6-9**—California-Western Music Educators Conference. Sainte Clair Hotel, San Jose.

**April 6-9**—Elementary School Principals Association; annual meeting. San Francisco.

**April 7-9**—Association of California Secondary School Principals; annual convention. Oakland.

**April 7-9**—California Junior College Federation; annual meeting. Oakland.

**April 7-9**—Conference on Consumer Education. Stephens College, Institute for Consumer Education, Columbia, Mo.

**April 11**—CTA State Board of Directors, and State Committees; pre-Council meetings. San Francisco.

**April 12**—CTA State Council of Education; annual meeting. San Francisco.

**April 13**—Easter Sunday.

**April 18, 19**—California Educational Research Association Northern Section; 20th annual meeting. Berkeley.

**April 18, 19**—Central California school music conference; 3d annual. Selma.

**April 26**—California State Association of English Teachers; luncheon, 12 noon. Western Women's Club, San Francisco.

**April 30-May 3**—NEA Department of Health, Physical Education and Recreation; annual convention. Atlantic City.

**May 2-3**—American Council on Education, annual meeting. Washington, D. C.

**May 3**—California Association for Childhood Education; luncheon. Hotel Miramar, Santa Barbara.

**May 3**—School Library Association of California, Northern Section; annual spring meeting. Marin Junior College, Kentfield.

**May 4-8**—California Conference of Social Work; 33d annual meeting. Long Beach.

**May 5-7**—Institute for Education by Radio. Deshler-Wallick Hotel, Columbus, Ohio.

**May 5-10**—American Association of University Women; annual convention. Cincinnati.

**May 6-8**—California Congress of Parents and Teachers; annual convention. Oakland.

**May 10**—California Elementary School Principals Association; regional meeting. Garberville.

**May 30**—Memorial Day.

**June 1-7**—National Conference of Social Work; 68th annual meeting. Atlantic City.

**June 7**—California Association for Childhood Education; annual home-coming luncheon. University of California, Los Angeles.

**June 14**—Flag Day.

**June 19-25**—American Library Association; annual conference. Boston.

**June 29-July 3**—National Education Association; summer meeting. Boston.

**July 4**—Independence Day.

**July 7-18**—NEA Department of Elementary School Principals; 5th annual conference. Harvard University.

**July 8-12**—Association for Childhood Education; annual national convention. Oakland.

**September**—Second Inter-American Travel Congress. Mexico City.

**October**—American Public Health Association; 70th annual meeting. Atlantic City.

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